

CHILD-WELFARE MAGAZINE

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No. 9

President's Desk

Fess Physical Education Bill now before Congress—H. R. 12652

A Bill to provide for the promotion of physical education in the United States through coöperation with the States in the preparation and payment of supervisors and teachers of physical education, including medical examiners and school nurses, to appropriate money and regulate its expenditures and for other purposes.

One man out of every three was rejected for immediate active service by the draft boards. It took a war to show how grievously we have neglected the development of physical health and strength.

It was not military discipline that corrected the physical defects. It was a system of exercise, drill, study, recreation and rest—with balanced rations, rules for bathing, care of teeth and feet, and hours of sleep. This physical instruction was entirely new to the physically unfit whose services were needed in the army.

For peace as much as for war the youth of our country has a right to expect such physical care as will fit them for any duty as position in life. National security demands it in time of war. National duty to childhood demands it always. Neglect of past years must be remedied. Country and city are equally in need of physical education.

To make it possible for all, the physical education bill provides national financial as well as state appropriations.

It is for all boys and all girls without regard to race, creed or position. Public and private schools must equally take their part in physical development of their pupils. Thirteen states now have compulsory education laws. These states are California, Delaware, Illinois, Maine, Maryland, Michigan, Nevada, New Jersey, New York, Oregon, Rhode Island, Utah and Washington. There is evidence of interest in many other states.

Compulsory Physical examinations, exercise, and instruction, in the above states, are giving youth a fair deal. Army surgeons found as many who were physically below par in country drafts as there were in city drafts.

The death rate in cities has gone down from 22 to 17 per cent. in 100 years while in rural districts it has decreased from 15.3 per cent. to 14.5 per cent. Farmers, business men, workers in every branch of industry, fathers, mothers, teachers have equal interest in giving children the best physical education. Wonderful have been the results of physical training, properly balanced food and sleep on children apparently dull mentally. A healthy strong physique helps to make a healthy active mind and a happy disposition.

Will you, dear reader, help to secure these blessings for the boys and girls by writing to your Senator and the Congressman from your district, urging the passage of Fess bill, H. R. 12652?

Congress gives what the people want. Express your desires. Send petitions from your organizations.

For the Public Protection of Maternity and Infancy.

Have you sent in a petition to your Senator and Congressman to support Sheppard bill, S. 3259. Babies have a right to live. Mothers have a right to such instruction as will save infant lives. The

country needs every life. It will take several generations to make up for the losses of human life in the war. Never has there been greater need for saving life.

Mothers can save 200,000 lives of babies every year if Congress helps them by passing this bill.

Use the petition given on last page of magazine, and send as directed to *Good Housekeeping Magazine*.

Senate Drops Compulsory Military Training and Service from Army Bill.

The Senate, after canvassing the members, has dropped the section of the Military Bill which required compulsory military training and service for every eighteen-year-old boy. The sentiment of both Senate and House and of the people of the United States was so strongly against this measure that those who were its backers were obliged to abandon it. The present plan is to substitute training which shall be given to those who desire it.

Notwithstanding the very insidious propaganda to promote Militarism in this country, it has been unsuccessful. In the judgment of many it is in violation of the Constitution of the United States, which guarantees life, liberty, and pursuit of happiness, and the consent of the governed to every citizen of the United States. The enforced military service of every eighteen-year-old boy would be without their consent. It would certainly violate their right to liberty and pursuit of happiness, for many boys it would be misery rather than happiness.

This is not a lack of patriotism, for there are many lines of service and devotion to the country. All cannot choose to enter the same line.

The United States Army School Contest conducted by the War Department offered a prize for the best essay on What are the Benefits of Enlistment in the United States Army. No boy or girl in the public schools could do more than theorize on this subject. If the inquiry had been addressed to the millions of brave boys who served in the recent war, the results would have been practical. Doubtless, there were benefits. The experience has been valuable. At this time, however, when we are urging nations to reduce their armaments, it is a lack of tact and good judgment to increase our own beyond what it has ever been before.

Those who are interested most deeply in Child Welfare are a unit in opposing the enforced military service of every boy in the United States. They are standing for the best physical education which will prepare our boys and girls for their duties in whatever position they may be called.

One of the prominent Generals of the United States Army stated in a public address that it was their purpose to "straighten out" every boy when he came into service at eighteen years of age, to make him physically and morally fit. The Congress of Mothers and Parent-Teacher Associations stands for constructive work from childhood. It does not wish bent twigs that must be "straightened out," but it prefers to see that the twig grow straight. It is too late to make boys physically fit at eighteen years. That should come during the years preceding that.

It is a fortunate thing for the welfare of the children and for the welfare of the nation that so many women have learned what Militarism is, have learned the conditions of army life, have learned more about international needs than they ever knew before. The League of Women Voters in Chicago repudiated the plan for Universal Military Service. The National Council of Women also did the same. The Senate and House have followed suit.

International Council of Women, Christiania, Norway, September 8-17, 1920.

The Quinquennial Meeting of the International Council of Women will convene in Christiania, Norway, September 8-17, 1920.

The preliminary agenda recommended by the councils of different nations indicates worldwide consideration of the welfare of children and of mothers. Education has first place in agenda.

EDUCATION

International Bureau of Education

"Believing that the basis for permanent peace between nations, and within nations, depends on a fuller and truer education of the peoples, this International Council of Women urges the formation of an International Bureau of Education as part of the organization of the League of Nations, the purpose of promoting the idea of world organization and international ethics and citizenship and remits to its Executive and Standing Committee on Education the duty of considering schemes whereby the International and National Councils of Women can assist in building up a system of education founded on such ideals."

Proposed by the National Council of Women of Norway.

International Interchange Teachers and Students

"That it is a matter of international importance that action be taken to facilitate the interchange of teachers of educational institutions in the various countries, and that, with this in view, it is desir-

able that in all countries where a Teachers' Superannuation Scheme is established, either now or hereafter, provision should be made therein for meeting the case of teachers serving in countries other than their own."

Proposed by the National Council of Women of Denmark.

Training in Citizenship

"That in all schools more adequate provision be made for training in citizenship."

Proposed by the National Council of Women of New South Wales.

INTERNATIONAL MOVEMENT FOR CHILD WELFARE

International Movement for Child Welfare

"That this International Council of Women calls upon the women of all countries to work with energy and devotion for the welfare of children, and especially to do all in their power to save the children in the famine-stricken districts of Europe."

Proposed by the National Council of Women of Great Britain and Ireland.

Formation of standing committee to Study and Watch over the International and National Rights and Interests of Children

"Whereas the National Council of Women of Italy is convinced that it is impossible to lay a permanent foundation for the League of Nations without establishing the principle of altogether new ideas in education, and without introducing into all national codes the recognition of the supreme rights of children both from the family and social point of view;

"Whereas this innovation in the domain of education cannot be effected except in harmony with the recognition of the position of women and mothers in the eyes of the law;

"Whereas these changes cannot come about through passing resolutions and discussions at Congresses and Conventions, but must be the gradual result of earnest and prolonged work in elaborating reforms in national systems of education and in national codes of law, in which work the women of the various countries should take a part;

"Whereas it will be necessary, in order to make this work effective, that there should be an International Standing Committee of Women, which could work in coöperation with the League Nations, through the International Council of Women";

The National Council of Women of Italy submits the following resolutions:—

"That the International Council of Women do form an International Standing Committee, composed of women representing the National Councils of Women belonging to the different countries entering into the League of Nations, and that this Standing Committee be commissioned—

- "(1) To use all possible means to permeate the system of education of the young people of all countries with the principle of the Golden Rule, 'Do unto others as you would they should do unto you' believing that this principle would bring about a recognition of right being greater than might as it inculcates that nations will be in a position to enjoy the exercise of their rights according to the measure in which they fulfil their duties.
- "(2) The promotion of this kind of education will have as its natural consequence the introduction of the principle of legislating for the protection of children, for the rights of minors, and the care of mothers, and will direct its efforts in the direction of upholding all movements and organizations for a true education which will uphold these principles both at home and at school.
- "(3) For the same purpose, to create in industrial and agricultural life new provisions which will watch over the conditions under which apprentices are employed, and will guard against conditions of children's labor. The Committee should be specially charged to watch over the conditions of industrial work in which young girls take a part, in order that national systems of technical education may aim not only at producing efficient workers but also remember the duty of society to see that industrial work is carried on under conditions which will not injure the youth of a country either morally or physically."

In order to carry out these objects, the International Standing Committee should send recommendations to the International Council of Women regarding the questions which it considers necessary to submit to the different national Governments in coöperation with the League of Nations, with which latter body it should always be in close touch.

Proposed by the National Council of Women of Italy.

That this International Council of Women calls upon the women of all countries to work with energy and devotion for the welfare of children.

By recommendation of Child Welfare Chairman National Council of Women the following recommendations were made.

To this end, it recommends the following measures for promotion of Child Welfare:

Birth Registration wherever it is not already required.

Instruction of every girl in the care of the baby.

Organization of mothers and fathers for the study of child nurture, physical, mental and moral.

Extension of Mothers Pension Laws as administered in Pennsylvania and New York.

Government protection of Maternity and Infancy through providing instruction in the hygiene of maternity and infancy.

Child Welfare Departments in every Board of Health.

Larger appropriations for education because the welfare of every country demands right education for every citizen not only in the school but in the home—Higher Salaries for Teachers.

Physical Education as part of the School System.

A Home Education Division in every National Bureau of Education to assist parents—such Division to be under an efficient trained mother.

Teaching Thrift in Home and School.

Organization of Mothers Circles and Parent-Teacher Associations in schools and Churches or independently that all parents and teachers may be united in study of child welfare in home, church, school and state.

Study of laws and duties of citizens that woman suffrage may be used with intelligence.

Whereas all questions relating to children are educational questions and all children in juvenile courts are school children, we recommend that supervision of all children outside the home be placed under the jurisdiction of the educational system, that juvenile probation be administered as part of the educational system, that all reformatory institutions for children be under the charge of the educational system.

Jurisdiction over dependent children who for any reason must be placed in public or private homes other than their own be under the Juvenile Court in order that records may be kept and proper guardianship be ensured.

Helping the children in famine-stricken districts of Europe.

Other recommendations discuss laws of nationality and advise legislation giving women the right to retain their own nationality on marriage with the subject of another country and allowing woman the same choice of nationality as that given to a man.

Closer relationship between various departments and committees affecting public health in each country in order that knowledge and help may be given mutually on all points relating to better living conditions for humanity.

Uniform International Standard of Medical Examination for Emigrants.

Financial Aid by Government to Mothers of Families whose means are inadequate to proper feeding of children.

Appointment of Women Judges as Associate Judges in All Juvenile Courts.

Economic Recognition of Value of Service of Wife and Mother.

Elimination of Private Profit from Sale of Intoxicating Liquors.

Equal Moral Standard and Suppression of Traffic in Women.

Segregation of Persons Proved Incapable of Sex Control Better Films.

International Standard of Weights, Measures and Money Values.

Each nation is entitled to ten delegates. These are appointed by the officers of each National Council.

Thirty-one National Organizations with a membership of ten million women are included in our National Council of Women.

The following is the list of official delegates to Norway:

Delegates

Mrs. Nathaniel Harris,
Miss Marian Whitney,
Mrs. Myra Kingman Miller,
Dr. Emma Bower,
Dr. Elizabeth Thelberg,
Miss Anna Gordon,
Mrs. Maude Wood Park,
Mrs. Helen H. Gardiner,
Mrs. Milton P. Higgins,
Mrs. Mary Talbert,
Mrs. L. L. Blankenburg.

Alternates

Mrs. Frances Burns,
Mrs. Artman,
Mrs. Homer Adams Dunn,
Mrs. David Campbell,
Mrs. Alexander Kohut,
Miss Julia F. Dean,
Mrs. O. Holte,
Miss Anna Garlin Spencer,
Mrs. David O. Mears,
Mrs. Booker T. Washington.

New Year Books

California has a Year Book for 1919-20 that is most attractive and complete. Idaho too has just published a Year Book which is a credit to the state, and will undoubtedly help to interest those not already enlisted in the organization.

States that Lead in Subscriptions to Child Welfare Magazine.

California and Pennsylvania lead all other states in number of subscriptions to CHILD-WELFARE MAGAZINE. Missouri, Tennessee and Texas come next.

A president of a County Council in New Jersey writes: "It is utterly impossible to have a functioning Parent-Teacher Association or Mothers' Circle without the use of CHILD-WELFARE MAGAZINE. It keeps them on the right track for Parent-Teacher Associations, instead of wandering what to do at the next meeting. I cannot part with my magazines. They are on file and needed almost daily."

Another leader says: "Please allow me to say that I think the MAGAZINE grows better with every number, and we are finding it increasingly helpful in our Parent-Teacher work in Springfield."

In renewing her subscription, Mrs J. A. Hemphill, President Parent-Teacher Association, says: "I am finding the MAGAZINE a delight."

Valuable Government Bulletins

What Do Growing Children Need? A Problem for Parents. Issued by U. S. Department of Labor, Children's Bureau, Washington, D. C.

Selection and Care of Clothing. Farmer's Bulletin, 1089 U. S. Department of Agriculture. Programs for Classes in Child Study. Issued under auspices of San Diego Federation of Parent-Teacher Associations. Official School Bulletin, Series 2, Number 1.

It contains suggestions, carefully prepared outlines and best references from standard and recent authors on the care and training of children. The aim is "to bring about a more intimate study of children on the part of the home." To make the study or the results of the study far-reaching, touching as many of the homes in the respective districts as possible.

Teaching, No. 49. The Parent-Teacher Association.

The Kansas State Normal School at Emporia, Kansas, has published a pamphlet on the above topic.

Mrs. J. K. Coddington, President Kansas Branch, contributes the first article.

Physical care and health as shown in the Normal School is reported as far from satisfactory.

Advice to parents is given on starting boys and girls on some home project.

Valuable suggestions for Programs are given by James C. De Voss, assistant professor of psychology at Normal School.

H. D. McChesney, director of physical education, has a valuable chapter on Play and Recreation.

Juvenile Court Judge a Mothers Congress Leader.

Mrs T. P. Kelley, former president of Memphis Council of Parent-Teacher Associations, has been appointed Judge of Juvenile Court of Memphis, with the purpose of humanizing the Court. This is a step forward which women will appreciate. Women have taken the lead in promoting the Juvenile Court and Probation system, and because of their greater interest in it they should naturally be given high places in it. All too often they have seen their work go for naught, when the appointments of judges and probation officers were seized as opportunities to reward services of politicians.

It requires sympathy and real love of children to be successful in juvenile court work. Mothers have those qualities in a large degree. It is for service to childhood, not for money or honor of position that they enter into such work. We congratulate Memphis in its recognition of a woman who has already done much for the homes and children of Memphis.

Roosevelt Knew Children

His remarkable letters to his children have not only given the people a new glimpse of the late ex-President Roosevelt's many-sidedness but they have disclosed his keen knowledge of children. He knew that if the men of tomorrow were to be made better the work must be done through the children of today.

He once said, "If you are going to do anything permanent for the average man, you must begin before he is a man. The chance of success lies in working with the boy, not with the man."

That is the Junior Red Cross idea. Ideals of altruism, manliness and service instilled into the boys of today will bring forth tomorrow a generation of unselfish, useful manhood such as the world has never seen before.

The Junior Red Cross exists not alone for the children of America. Throughout the world, boys and girls know of the Junior Red Cross and profit by its generous aid. The Juniors are world-wide in point of service and world-wide will become their aims and ideals.

The Child and Non-Promotion

BY PAULINE FOSTER

It has been said by Mr. Watson,

"The stars of heaven are free
Because in amplitude of liberty
Their joy is to obey the laws."

Now this might be quite as well applied to children as to stars, if we take the quotation from the child's viewpoint. Notice the final word is laws not law. There are physical and mental laws within the child's own consciousness more binding than any law of home or school. It is the apparently irrevocable law of promotion in school counterbalanced by the natural laws that often, more often than we realize, works almost irreparable harm to the growing boy or girl.

I wonder if in your own experience or that of a friend some child has come with drooping and reluctant air to tell that he or she has failed to pass in school, so a doom falls upon them deeper than we can comprehend. Now who is to blame for this attitude of the child? The school is partly responsible but the parent especially. It is not wantonly but only ignorance of the true conditions of things that causes the parent to make the child feel shame.

The physical and mental laws, referred to before are continually working within the child whether we will it so or not. You can train or retard the forces governed by these laws but you cannot force them and still have the child what nature intended it to be, strong in mind and body. The physical growth of some children is rapid while the mental growth is slow; also the opposite rule is true. The ideal way of development is to have the two progress side by side.

Most parents if their offspring are slow in physical growth attend to them carefully, see they have the proper nourishment and do so much work; no more is expected of them. However, do they feel simply because physical development is slow that they will never attain to the stature of a man? Needless to say the answer is negative. Take on the other hand the mental tardiness of a child: does the parent provide proper nourishment, allow it to do so much and no more? Here is where the great ignorance of the average parent arises. The idea of mental nutriment is given scarcely a thought. Why? Well, until very recent years the child was supposed to be in the fourth grade at nine, the fifth grade at ten and so on. That had happened for generations; why not now? You know the Chinese people lived for thousands of years by the laws of their fathers and grandfathers; as a result they have not yet reached the par of the other nations.

Many times have I heard parents say, "But think how old my child will be when he gets

out of school." Did you ever cultivate a garden? Did you ever have sweet-peas you expected to blossom in June not mature until the middle of July? Did you worry because they did not? Did you try to force them? Were not they enjoyed just as much when they did come out? Did not they make a little spot of beauty in the world with their upright growth? Each one a bit stronger because of those extra weeks of growth. You must have appreciated that final blooming, for you knew the struggle they had undergone from wind and weather.

I wonder if any grown person can place their thoughts back far enough to realize the sensations of a child in passing from one year's work to another. The new surroundings that confront him, a different personality to deal with in the change of teachers; besides all the new truths he must master. If he has learned the fundamentals of the previous year he is fully equipped for his new duties but if he has been forced beyond his mental development he is utterly at sea. How many women, put in a new kitchen with unfamiliar cooking utensils, guessing at the recipes, could make the best loaf of bread they are capable of making? Just so with the child: promote him without the essentials of the previous year well fixed within his mind and what can you expect?

Consider next the physical health of the child. I have seen many sent forward to struggle with work beyond them, as a result they have become languid, anemic and in constant danger of a nervous disorder. However, after another year in the same grade they have become stronger and of a much happier disposition.

"The path that has once been trod
Is never so rough for the feet;
And the lesson we once have learned
Is never so hard to repeat."

The final point in regard to the non-promotion of the child deals with the most serious one of all, his mental attitude toward life. Force a child where he has no ability to take part in the daily work about him; soon he will become indifferent and develop an "I don't care" viewpoint. Meeting discouragements day after day finally submerges his will power; consequently there have been brought forth in him qualities which will take him years to overcome and which, perhaps, he will never fully conquer.

Watch the child, never cease watching; see that he is nourished in his mental as well as his physical need; see that he does in his mental work only the amount fitted to his capacity so that he can unconsciously say with Van Dyke, "For me my work is best."

The Spoiling of a Child

How shall we understand a child—the thoughts of a child, the ways of a child? “Men are but children of a larger growth,” the old adage says, but many a man and many a woman is anything but a child. Some folk can grow farther away from childhood in three decades than others would get if the years of Methuselah were added to them.

Very real, very keen—all-absorbing at the moment—are the disappointments of a child. Get the child's point of view. Mother is nervous; company is coming and is nearly due. Suddenly she discovers that Mary has been scattering her playthings about the sitting room. She has just staged a very interesting play: one doll sits in state in each corner, while another doll—Nellie Clarissa—is about to make a round of calls. This play is naturally suggested by her mother's preparation for callers.

“Mary! Mary!” says the nervous mother, “get those dolls out of the sitting room, quickly! Mrs. A—and Mrs. B—may be here at any moment. Hurry, now!”

Poor Mary! All her plans are nipped in the bud. Her mother's sharp tones fall upon her like frost upon a tender plant. She rebels! She falls upon the floor and howls! She says: “I won't! I don't care if Mrs. A—and Mrs. B—are coming!”

Just then the door bell rings, the visitors are at hand. “My, what a disposition that Mary must have,” says Mrs. B—, as they wait for the flushed mother to appear at the door; “*she must be a spoiled child.*”

Here is a much-abused word, “spoiled.” The common understanding of a spoiled child is a child allowed to have his—or her—own way. Think a moment: how many children's dispositions are spoiled by nervous, fretful mothers, by sharp-toned voices, by unreasonable demands, by lack of tact, by being crossed unnecessarily. Always, always try to get the

child's viewpoint. Do not hurry children! When they say “Why?” do not reply, “Because I say so!” Our Heavenly Father, who is all wisdom, never talks to us in that fashion—ah, if we only had a little of his reasonableness!

A moment's time to explain to Mary why it did not seem best that she should stage her pretty play of “Calling Day for Dolls” in the sitting room just then, a wee bit of tact, and possibly the suggestion of some other pleasant occupation or play for her might have solved the problem, and avoided a scene. I say “might,” for there are no hard-and-fast, cut-and-dried rules for bringing up children. Is not the mold broken each time a new life comes into the world with a cry, and is not the next little life a separate study for the parents. Time, tact, common sense, are of the essence of success in raising children. One child of phlegmatic disposition will be apparently almost oblivious to harsh tones, while all that is good and fair in another child is dwarfed and crippled by harsh, thoughtless words and treatment.

“Hands off!” is a sign we sometimes see on tender plants. “Tongues off!” is a sign that should be upon some children. When unkind, harsh words are about to flow out the sign should show as distinctly as did the handwriting on the wall to Belshazzar. Some children will respond only to kindness, but are as responsive to kindness as flowers are to the soft shining of the sun.

Echoing down the centuries are words from an old, old Book; “Provoke not your children to wrath.” I dislike the modern word, “psychological,” it is too ponderous for a simple man like myself. But for once I will use the word, and say; think of the psychological effect upon the children of impatience, anger, sharp tones, and unjust treatment by a parent. We are here, not to develop rebels, but angels; not to cultivate weeds, but to develop virtues in our children—the children that the Father has given us.

Selfishness Chief Motive for Crime

CITY'S CHIEF PROBATION OFFICER ANALYZES SITUATION HERE IN TERSE REPORT

Eminent scientists have delivered hour-long lectures and written volumes on the cause of crime, but E. M. Hackney, chief probation officer of the Quarter Sessions Court, used but seventy-eight words in his annual report filed yesterday to enlighten the judges of the tribunal and the public in general of the motive behind wrongdoing.

“Motive behind nine-tenths of the crime in this world is selfishness. All the crimes committed to gain money are rooted in selfishness. So are the crimes people commit to be free from some obligation or duty which they are too selfish to meet.

“If mothers and fathers would analyze crimes as I have it would be a warning to them not to bring up their children to believe that their desires and feelings are the supreme consideration.”

The report covers the latter part of the years 1918 and all of 1919. During this period the judges presiding in the local Criminal Court placed 829 defendants on probation and paroled 158 from penal institutions. Of this number, only twenty-eight were returned to prison. Restitution in the aggregate sum of \$9092.52 was made to private prosecutors by various defendants.

Present-day Methods in Child-Welfare

BY PROFESSOR M. V. O'SHEA,

The University of Wisconsin.

I

The center of population in America is shifting from the country to the city. A striking illustration of this fact is found in the closing of rural schools for lack of pupils and the overcrowding of city schools. There is scarcely a city in America that is able to construct school buildings rapidly enough to provide for the increase in the school population. This means that the problems of child-welfare are principally urban problems, in the sense that most of our children grow up under urban conditions.

It is a familiar view to-day that the child is the heir of the past. In the early years he is nearer to his remote than to his immediate ancestors in his interests and his physical, intellectual and ethical needs. Now, his remote ancestors lived under rural rather than urban conditions. They were out in the open most of the time. They climbed trees, waded in the shallow water on the seashore, chased game and practiced the arts that were necessary for self-protection when enemies lurked everywhere. Every organ of the body was fashioned with respect to a free life in the open. The intellectual faculties were fashioned in the same way.

The child, too, is adapted to life in the open; Nature did not anticipate that he would need to spend his early years under the restrictions of the typical city. The child is really an alien in present-day urban life. Neither his bodily nor his mental needs can be properly cared for in the city unless special pains are taken to provide facilities for a life out in the open.

It is hardly possible for a child to develop normally, either physically or mentally, unless he can climb trees, for instance. There is no adequate substitute for tree climbing. A distinguished physician recently said to the writer that some of the fundamental muscles of the body cannot be developed in any other way than through climbing trees. He said further that hardly any experience which the child could have would be more valuable for the development of muscular coordination and muscular control than climbing trees. Climbing ladders is better than no climbing at all but it does not meet the requirements fully. Even the best of apparatus for climbing is a poor substitute for tree climbing.

But the city practically eliminates tree climbing. Scarcely any of the public playgrounds visited by the writer have trees. Inspection of facilities in a number of cities has shown that while there may be trees bordering

the streets they cannot be used by children for climbing. Probably in most cities and even in towns children do not have opportunity to develop the muscular system and certain of the vital organs through tree climbing.

It is probable that a considerable part of the child's mental life is associated with the experience of climbing trees and living in tree tops. Unless this passion is indulged he can hardly fail to suffer some defect. It is improbable that an individual can attain perfect poise and entire self-control if any great impulse desire cannot be indulged at all.

There is another profound impulse which many children cannot indulge. Every normal child loves to play in sand. Even adults are often soothed by playing in the sand; they will go to the seashore and bury themselves in sand for relaxation. But the city deprives the child of the opportunity to play in sand or in soil of any kind. Fortunately this deprivation can be compensated for in large part by providing sand boxes in homes and especially in playgrounds. In Milwaukee, as an example, one can see hundreds of young children playing in the sand in the playgrounds, and they are always contented when they are engaged in this pastime. If more city homes would provide facilities for children to play in sand the children would be happier in these homes and they would undoubtedly develop greater poise and nervous stability.

Activities which are normal for children up to and even through the teens have to do with trees, with open spaces for running races and flying kites and engaging in all the varieties of ball games, with water for swimming and fishing and boating; but unfortunately these are the very things which the city does not provide, or at least has not adequately provided in the past.

The first task in promoting child-welfare relates to securing adequate facilities for varied motor activities in the open. To accomplish this we must preserve natural conditions in the heart of the city. If we fail in this we will always have unsolved problems in child-welfare. This may seem pessimistic, for there is little probability that great cities will reserve open spaces with natural conditions in the crowded quarters where the needs of commerce and of housing a congested population must first be met. But it is not impossible to utilize the roofs of buildings as a substitute for natural conditions on the ground. Already some cities are making playgrounds on the roofs of great buildings, and it is not at all impracticable to provide most

of the necessities for natural child life on the tops of great business blocks.

II

While the city is thus hard on its children in depriving them of the conditions necessary for a normal motor life, it nevertheless offers some compensations for the hardship it creates. It provides more wholesome and healthful school buildings for its children than the country does. It provides purer milk and water and food of every kind that the country does. It affords school children the advantage of competent medical inspection which the country does not do except in a few places. Polluted as the air is in many cities, nevertheless the city children have purer air in their school buildings and often in their homes than the country children do. The country is careless of its children. It has the opportunity to promote child-welfare in an ideal way but it does not take advantage of it. The medical examination of drafted men in the late war showed that there is a higher percentage of physically defective men in the country than in the city. Those who are responsible for child life in rural sections need an awakening to their opportunities and their responsibilities. The rural child is behind the city child, too, in his mental development, due probably to poor school facilities and inferior teaching.

Recent surveys of child life by the federal and by several state child-welfare bureaus has revealed a deplorable lack of knowledge of the requirements of child-welfare on the part of people living in rural sections. In a child-welfare survey in a western state, it was found that practically every principle of child-welfare was violated in a considerable proportion of the rural sections of the state. Mothers gave their babes in arms tea and coffee to pacify them. Infants were fed on foods that were suitable only for men working all day with their muscles. Parents were found who had no conception of the necessity of having children's senses examined or diseased tonsils and adenoids removed. Contagious diseases sweep through rural schools and depopulate them for a time because there is a lack of knowledge of how to treat such diseases.

These conditions exist not only in sections where the people are poor but they are found also in wealthy sections, and they are due principally to the lack of knowledge of child-welfare on the part of parents and all who are responsible for the welfare of children.

III

It will be agreed by those who have worked with parents either in the city or in the country to promote the welfare of children that we cannot solve some of our most pressing problems unless we can take parenthood out of the class of un-

skilled trades. As it is now, it is not considered that a parent requires any special preparation for his duties. A barber will not be permitted to practice his trade unless he is trained specially therefor. The same is true of the lawyer, the physician, the plumber, the engineer, the dentist, and practically every other worker. Why is it that a parent is permitted to pursue his profession utterly ignorant of any knowledge of the physical, mental or spiritual nature or needs of the young? It seems inconceivable that we have allowed such a situation to develop among us.

One may be highly educated in a conventional, traditional sense but be utterly incapable of caring for a child. In connection with his duties as educational director of a parent's magazine the writer constantly reads many letters from parents who are in despair in regard to the training of their children. They confess that they know nothing about children and everything they try to do for them seems to be the wrong thing. There are college graduates who make confessions like this and who plead for advice.

The time should not be far off, perhaps it is immediately at hand, when trainers of children in the home will be certificated as they now must be certificated before they can enter the school or the children's hospital. No one is permitted to teach a child in school who has not been specially trained for this task. But it is much more difficult to train a child in the home than in the school. Why is it that a parent can practice without any certificate when the teacher and the doctor and the dentist and the barber who care for only certain of the children's special needs must all be certificated?

In most of the elementary, secondary and higher institutions in the country there is no work offered relating to the nature and training of childhood and youth. Two thirds of all the boys and girls who pass through the schools will assume responsibilities in training children, and they do not become acquainted anywhere with a single scientific principle relating to the nature and needs of the young. Those who are interested in the promotion of child-welfare ought to face this problem first of all. Every other problem is secondary in importance to this. Unless parents can be made intelligent in regard to the nature and needs of children, we cannot hope for a large degree of success in correcting the evils which now threaten to undermine the physical and to some extent the mental and moral well-being of the young,—a tragedy which has overtaken many older civilizations, some of which are beginning to decay because their children do not possess physical, intellectual or moral stamina.

What is required at this moment is for some great and powerful agency, it may be the National Congress of Mothers and Parent-

Teacher Associations, to undertake an investigation which will reveal the actual situation with respect to the equipment of parents to assume the duties of parenthood. No reforms can be accomplished in America now unless a vast amount of accurate data have first been collected showing the need for reform. It is certain that the curriculum of the grammar school, the continuation school, the high school, and the college cannot be modified to provide training for parenthood unless it can be shown that algebra, Latin, history, arithmetic, geography, spelling, and the like do not afford a proper training. The typical conventional educator thinks that the best preparation for training children is general "culture" which has no direct connection whatsoever with any phase of child life. Precisely the same doctrine used to be held and is still held by many with respect to the training of teachers. It used to be maintained that if a teacher knew the subject he was to teach he did not need to know anything about the nature of the individual to be taught and the method of teaching him so as to arouse his enthusiasm and make him master of knowledge and skill which would enable him to adapt himself to the world of people and of things. But probably nowhere in America to-day is a teacher permitted to enter the classroom without some training in psychology, in the principles of education, and in the art of instruction. It has been demonstrated so that most of the conventional educators see the point that a knowledge of algebra and Greek and physics and similar subject does not equip an individual adequately to instruct a child or a youth. In the same way it could probably be demonstrated that traditional, formal training in the schools affords little if any equipment for the right care and training of children in the home.

IV

Child-welfare should begin in the home but it can not end there. We are a gregarious people;

no one lives to himself alone in the city. No home can care for its children irrespective of the way other homes in the community train their children. For this reason the homes in a neighborhood should become organized for the purpose of promoting child-welfare. In most communities the homes do not play a large rôle in shaping legislation affecting children. Parents are hardly ever seen in counsel chambers presenting or discussing measures relating to the welfare of the young. Those who make laws which govern our cities are almost unconscious of the existence of parents and homes. The homes are unorganized and they have no political power. Common councils listen to what physicians and merchants and manufacturers and other organizations say because there is evidence of power behind these organizations; but in most communities there is not much evidence of power behind the homes. The time has come, though, when the homes in every community should organize for the purpose of controlling the conditions in the community which affect the welfare of their children, physically, intellectually, morally. They must secure clean milk and clean streets and sanitary school houses and clean moving picture shows and decent theatrical exhibitions. Unless the homes compel those who make the laws of the city to realize that children as well as adults have rights which must be provided for the children will get along the best way they can, handicapped on every side, developing resistance to authority, breaking the law as far as they dare to do it. It is really a remarkable fact that the homes in the typical community have played the smallest part in determining the rules and regulations under which the children in the community must live. The time has come for them to abandon this neutral attitude and play a dominant part in everything relating to the welfare of the children.

Two Mothers

BY ANNE GUILBERT MAHON

The stylish dark blue limousine drew up before the stately stone mansion. The chauffeur sprang from his seat and stood holding the door of the limousine open while down the steps of the mansion descended a woman richly clad in velvet and furs. She paused to give directions to the chauffeur, then languidly entered the car. The man snapped the door to, sprang to his seat, turned the wheel and the big car glided smoothly down the street.

The woman turned and glanced eagerly out

the back window, then she waved a gloved hand and smiled at a little curly-haired girl standing at one of the upper windows of the stately stone mansion—a sunny-faced, fair-haired little girl, but with such big, wistful blue eyes. She smiled—a wistful little smile—and waved and kissed her hand to the woman in the limousine, then turned to the nurse who stood behind her at the window.

At the corner crossing the car halted by order of the traffic policeman. On the curb, waiting

for the trolley car, stood another mother and another sunny-faced, curly-haired little girl. But this mother wore no rich velvet and furs. It was a very much worn, though neat, brown suit she wore, a very cheap little homemade hat. The curly-haired baby who clung to her hand, while neat and clean, revealed respectable poverty from the cheap little homemade bonnet to the small outgrown coat and worn little shoes. The eyes of the two mothers met. Unconsciously, each mother sighed.

"She has everything," sighed the shabby young mother. "She rides along in her handsome limousine, in her rich clothes. She has wealth—everything—while I—It's a treat to me when I can afford five cents to take my baby riding in the trolley car."

The policeman's whistle sounded. The limousine glided on down the street. With envious eyes the shabby young mother watched it disappear.

In the limousine, the woman looked out the back window, gazing long after the shabby mother and the little child waiting on the curb for the car, and in her eyes and her heart there was envy, too—deeper even than the other knew.

"I would change places with her in a minute," murmured the richly clad woman to herself. "I wonder if she realizes how happy she is—free and able to go out with her child, to be with her, to be a companion—a *mother* to her! Sometimes I feel as if I scarcely know my own child—as if she scarcely knows me. I am with her so little."

She glanced at the small clock before her. "Nearly one o'clock! I shall barely reach the luncheon on time," she sighed, "and after that three 'at homes'!" She knows she will scarcely arrive home in time to be freshened up for the dinner she is to attend, "then the reception afterward. How tired I am!" She sighs again, heavily.

Not again that day would she see her child, for the baby would have an early supper and be in her crib by the time the mother returns from her teas.

Wistfully, enviously, the woman in the limousine gazed back after the shabby young mother standing with her child on the corner; and the shabby little mother sighed as she looked after the disappearing automobile.

Two mothers—each envying the other! So, sometimes, do we envy—little knowing!

Child Comes Into "His Own Kingdom" in the Kindergarten

THE TRUE CHILD ATTITUDE IS THAT OF "A LITTLE FRIEND TO ALL THE WORLD," AND THE SOCIAL LIFE OF THE KINDERGARTEN IS THE BEST WAY FOR A CHILD TO BEGIN HIS SCHOOL EXPERIENCES

(By Julia Wade Abbott, Specialist in Kindergarten Education, Bureau of Education, Department of the Interior.)

It is a beautiful sight to see a perfectly normal child enter into the life of the kindergarten. From the first moment he seems to realize that he has come into his kingdom.

The true child attitude is that of "a little friend to all the world," and the majority of children are so happy in the kindergarten group from the first day that the problem is how to persuade them to go home when the morning is over.

They say to themselves, "This is a fine place; why didn't some one tell me about it before? Everything is just the right size for us, and we aren't told not to touch things. And all the things we like to play with best are here—blocks and balls and dolls, and things to work with; paper and paste, and scissors and clay, hammers and nails, everything."

But better than all this equipment, to some children, is the group of playmates. There are children who are born leaders and organizers. This power is recognized immediately by the group as being quite different from the attempt

of the egotistic or dominating kind of child, and joyous plays are the result of such a child's leadership.

The social life of the kindergarten is the very best way for a child to begin his school experience. Most children have been just little individuals before coming to school, and yet we have expected them, in the primary school, to adjust themselves almost immediately to a highly organized group situation.

A teacher asked a little boy to read the next paragraph, and when he read a selection two pages in advance she rebuked him for not having kept the place. He replied gravely, with no intention of being impudent, "I can keep my own place, but I can't keep the place of everybody in the class."

To control your own thinking always in relation to the thoughts of the group is quite a step in education, and when, in addition, you are dealing with symbols and not things, as you have always done before, the situation is more complicated.

The free oral conversation in the kindergarten, the story telling, the sharing of common experiences, is the very best preparation for the more organized work of the school.

The kindergarten, however, is not merely a preparation for the first grade. The best way to prepare for the different periods of growth is to live out fully and freely each stage of development in its turn.

We do not want to hurry children through the business of being children. That does not mean that we would encourage carelessness and childishness, but it means that we would foster the beautiful quality of childlikeness with its capacity for joy, reverence, and affection.

The Churches

The Rev. Dr. Harry Y. Murkland, pastor of the Central Methodist Church of Newark, N. J., a downtown church, in two years has changed entirely his point of view regarding motion pictures. He now is enthusiastic about using carefully selected pictures to swell his evening audiences.

The Rev. Dr. A. C. Sawtelle, of the Second Presbyterian Church of Paterson, N. J., has equipped his large lecture room with a machine and is using religious and inspirational films on Sunday evenings and appropriate pictures for the neighborhood on week nights. He declared that ministers are unwise in opposing the motion picture.

The Rev. H. E. Holt, pastor of North Presbyterian Church, Cleveland, Ohio, has been working with the Cinema Club, one of our Affiliated Committees, and now is using pictures regularly for his Sunday evening services. He has used for his neighborhood, which is

sixty percent foreign born, the Chapin, Lincoln series, "A Son of Democracy."

The Rev. Roy Campbell, of the Fourth Congregational Church of Oakland, Calif., not only draws large audiences but finds they like their moral and inspirational lessons driven home through the eye as well as by the ear. He states: "There is no reason on earth why this great medium of education should be limited to commercial amusement. Seeing is believing. Hearing is half believing. How much more direct, how much more stimulating, to bring home the lessons of the Bible and moral conduct, by throwing them on the screen!"

"Has the experiment succeeded? Not only is the church crowded to the doors, but men and women go away with a more definite inspiration. Scores have told me how deeply they were impressed. The 'movie' hits home to one's plain, every-day needs. It makes religion realistic. And that is just what preachers everywhere are longing to do."

Excerpts from First International Congress in America on The Welfare of the Child

The successful mother, the mother who does her part in rearing and training aright the boys and girls who are to be the men and women of the next generation, is of greater use to the community and occupies, if she only would realize it, a more honorable, as well as a more important, position than any successful man in it. Now I want you to think of what I have just said; I never say what I don't absolutely mean, and I am accustomed to weighing my words. The good mother, the wise mother—you cannot really be a good mother if you are not a wise mother—is more important to the community than even the ablest man; her career is more worthy of honor and is more useful to the community than the career of any man, however successful, can be. . . . Unless the average woman is a good wife and good mother, unless she bears a sufficient number of children, so

that the race shall increase, and not decrease, unless she brings up these children sound in soul and mind and body—unless this is true of the average woman, no brilliancy of genius, no material prosperity, no triumphs of science and industry, will avail to save the race from ruin and death. (The mother is the one supreme asset of national life; she is more important by far than the successful statesman or business man or artist or scientist. . . . If the mother does not do her duty, there will be no next generation, or a next generation that is worse than none at all. In other words, we cannot as a nation get along at all if we haven't the right kind of home life.) . . . No mother can do her duty in her own home without genuine tenderness of heart, genuine sentiment; but if she has only sentiment and only tenderness of heart, she may through folly do more harm than another could through

weakness. You must have the tenderness, you must have the sentiment; but woe to you and woe to the children who come after you if that is all you have. With the sentiment, with the tenderness of heart, encourage the common sense that will enable you to correct the tenderness when it becomes weakness and

injustice. In addition, cultivate what in the long run counts for more than intellect, for more than sentiment—and that is character, the sum of these qualities which really make up a strong, brave, tender man or woman.

THEODORE ROOSEVELT

The National Motion Picture League, 381 Fourth Ave., New York City

This is a specimen copy of circular which clergymen are distributing in their pews. Will you call upon the clergymen of your town, gain their consent to give this coöperation, and let us know the number of circulars required. Please ask the school boards also if they will distribute the circulars to the children in the schools and let us know how many you will need for this.

THE NATIONAL MOTION PICTURE LEAGUE,
MRS. ADELE WOODARD, *President*

AN OPPORTUNITY TO IMPROVE MOTION PICTURES

Many Motion Pictures now being exhibited are immoral in their effect upon young people and children. As a medium of entertainment the Motion Picture has a tremendous hold upon the public. Its influence therefore must be recognized. Unfortunately at present, however, owing to the salacious character of many pictures, this influence is almost wholly in the wrong direction. The public is determined to see Motion Pictures, but the majority do not wish to see vulgar trash. It is therefore necessary for right thinking people to exert every influence possible to turn this most potent form of amusement into proper channels. The National Motion Picture League has undertaken the task of remedying the above conditions by a concentrated campaign of education and publicity; 1st, by proper publicity for good pictures and a campaign of education against the immoral and filthy ones; 2nd, by conducting and supervising children's matinees, and assisting churches, municipal boards of education, parents' associations and other organizations interested in public welfare, to secure proper pictures for adults, young people and children.

The Reviewing Board of the League is composed of Ministers, Sunday School Leaders, teachers, and public welfare workers. They select from all Motion Pictures manufactured those that are suitable for adults, young people and children, and list the names of these pictures in Current Weekly Bulletins, before the pictures are released to any theaters. This advance knowledge is supplied to all members of the League, giving to them the power of selection which enables them to patronize only the best

Motion Pictures that are shown in theaters. This ever-increasing demand stimulates the production of wholesome films. The lists are also sent to Producers of Motion Pictures and managers of theaters and are published in various magazines.

The organization is supported entirely by its membership and by donations from persons not interested financially in the Motion Picture Industry. Your aid in furthering this work is urgently solicited.

EXECUTIVE

Adele F. Woodard, President
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Each week a list of endorsed pictures is published for the purpose of stimulating a greater demand for pictures not only suitable for adults, but wholesome for children of all ages. By the aid of these weekly lists the general public may select a high-class show, schools and churches may arrange suitable programs, and theatre managers may book the better class of pictures. It is very necessary for the operator to make all cuts suggested below, in order that the films may be wholesome for children and young people. These omissions are suggested in order to save otherwise splendid, wholesome pictures from rejection. Pictures not suitable for this list receive no public comment.

If you desire this list send to National Motion Picture League.

Mrs. Adele Woodward has accepted the chairmanship of a Better Films Committee for National Congress of Mothers and Parent-Teacher Associations.

Children and the Church Habit

As I look back upon the Sundays of my little girlhood, the days were all sunny ones. My grandma dressed me in my white dress with its ribbon sash and put on the white leghorn hat which I wore only on state occasions. Then grandma and grandpa and I went to church. The church was only a small country one, but the memorial windows and the pipe organ were wonderful to me. I may have slept through the sermon and my restless fingers may have braided the fringe of grandmother's shawl throughout the prayer but I was absorbing unconsciously the atmosphere of the religious service. I can still picture the good men and women who went up the aisle to their accustomed places and their influence guides me still, though most of them have been gone many years. After church came Sunday school and then after I reached home, I sat in the "front room" still clad in my Sunday best and read the "Wellspring" from cover to cover. My father had only one day each week with his daughter and that was Sunday. So to me Sunday came to be a day set apart and beautiful as no other day could be.

It seems to me that too many parents are forgetting what a church service meant to them in their childhood and are allowing their children to grow up without forming the church habit. Like all other habits formed in childhood, this one must be acquired as early as possible. If a child of two is taken to church and a picture book or some other quiet plaything is given him, he will soon make no disturbance of any kind. My boy had an assortment of corks with which to amuse himself and I know of another child who

had a small cushion of common pins reserved especially for church use. A pencil and notebook are also interesting. Children of three or four are harder to control than those of two. So it is much easier to begin the habit of church behavior at the latter age.

I feel that it is a mistake to take a child to the Sunday kindergarten and leave it there to be played with while the parent seeks the peace of the church itself. The Sunday kindergarten has its place and I do not wish to belittle the great good that the Sunday schools are doing by insistence upon church attendance. But the two are by no means interchangeable. Each fills a niche of its own in the child's life. We read of our forefathers' unheated churches filled each Sunday with the entire families of the parishioners. They came early and brought a lunch for the noon hour, after which the service was resumed. When so much is being done to improve children's living conditions, it seems to me that the majority of children over three years of age should be physically and mentally strong enough to benefit by a church and Sunday school service the same day.

Setting aside the religious value of church attendance, there is still the value received by learning to be quiet. The children of the present day are sadly lacking in repose. Professor Thorndyke, of Columbia University, says, "It literally requires more activity for a kindergarten child to listen than to sing, to sit still than to run." Shall we not give our children a fair chance to grow up in the church?

Plenty of Work to Do

Within a few weeks the schools will close and the delights of vacation will be inviting to play and forgetfulness of books but there is one school activity that suggests so many things for busy little hands to do that it does seem impossible for it to declare any vacation at all. Really, there is no need for a Junior Red Cross vacation because the chances it gives for happiness are so many and of so great a variety that it is all just one grand game. Furthermore, it is a game that can be played in the summer and during the vacation season as well as in the winter when school is in session.

Here is a partial list of things which Junior Red Cross workers can find to do throughout the year:

They can hold parties at orphans' homes, telling stories at these homes, making outfits for children, helping on playgrounds, entertaining other clubs, raising money to help with the schooling of less fortunate, visiting sick children of the community, writing letters to these children, acting as Pollyannas, sending supplies

of all sorts to foreign children, wheeling invalid chairs, giving entertainments, reading, speaking and singing for inmates of hospitals, visiting homes for the friendless city and county infirmaries, visiting the blind, sending stamped postcards to institutions whose inmates may wish to send greetings to others, cutting puzzles, making scrapbooks, cheer-up folders for hospitals and other institutions, sending flowers and fruit to homes and hospitals, making surprise bags filled with presents for invalids, starting or assisting in clean up campaigns, distributing literature for the Red Cross and other helpful organizations, participating in community sings, pageants and plays and engaging in bird and animal protection.

With so much to do and so many ways of doing these gracious acts of service it is no wonder that the boys and girls of the Junior Red Cross are finding it impossible for them to declare a summer vacation. It is not work, this Junior program, it is merely a game of making others happy and in making others happy these American boys and girls are making themselves happy.

Organization Work in Alabama and Kentucky

Since arriving in this state to assist in preparation for a state-wide campaign for the organization of Parent-Teacher Associations, we find the situation very promising indeed, and we do not wonder that Mrs. Schoff, who was here last fall and had discussed the work with state Superintendent Spright Dowell, was so anxious for the national organizer to get in this field.

Mr. Dowell is a live wire in all educational activities and is very enthusiastic in effecting a Parent-Teacher Association affiliated with the State and National Congress of Mothers and Parent-Teacher Associations in every district in the state.

Already a number of cities have Parent-Teacher Associations, not many of which are federated with the state and National Congress of Mothers and Parent-Teacher Associations. In the rural schools throughout the State splendid School Improvement Leagues have been organized. It is the plan of Superintendent Dowell and of the executive board of the Alabama Branch of the Congress of Mothers and Parent-Teacher Associations to unify these organizations by federating them with the great national head, the National Congress of Mothers and Parent-Teacher Associations, the oldest Child-Welfare organization in the world. This will give a source from which to draw inspiration, enthusiasm and encouragement; from which also literature to assist the local organizations can be secured.

Mrs. H. S. Doster, the State President of the Alabama Branch, is a woman of vision and appreciates greatly the advantages offered to the Parent-Teacher Association work by Superintendent Dowell.

Another thing which makes the Alabama situation very encouraging is the fact that the School Code has a division known as the School and Community Betterment. This Division has charge of the direction of School Improvement Leagues, Parent-Teacher Associations and Community Organizations.

The Governor, the State Superintendent of Public Instruction and other prominent state officials and educators compose the Parent-Teacher Association Advisory Board of the Alabama Branch.

Mrs. Hardeman, the auditor for the National Congress of Mothers, resides in Montgomery and is very active in Parent-Teacher Association work.

At the Alabama Education Association meeting to be held in Birmingham, April 1-2-3, plans will be formulated for the state-wide campaign and discussed with the city and county superintendents and supervisors.

They are asking here that the Congress send the national organizer back to them when their

schools begin in October to help direct the campaign.

KENTUCKY

By the time this is published in CHILD-WELFARE MAGAZINE, the Kentucky Branch of the National Congress of Mothers and Parent-Teacher Associations will have passed its second anniversary.

When children are two years of age they are permitted to talk to others outside of the immediate family, especially to those of the same related family. Therefore, we are presuming to address our mother organization for the first time through the CHILD-WELFARE MAGAZINE.

Kentucky did not begin school organizations as Parent-Teacher Associations. We might have been farther ahead educationally if we had done so. But we did not know about the National Congress of Mothers and Parent-Teacher Associations at that time. We began by organizing School Improvement Leagues. The writer, whose first school work was teaching, realized that in order to secure the best results in a school coöperation of the parents was necessary. Not knowing anything of the Community School Improvement League nor the National Congress of Mothers and Parent-Teacher Associations, we called our patrons and citizens together and organized what we called a School Club.

This little organization in the Pleasant Valley School did so much to keep the children in school and to center the interest of the community on the activities of the school that the writer remained in this district for four years and was then elected county superintendent of Nicholas County schools in Kentucky.

During the eight years (two terms) as county superintendent, we had the pleasure of helping to organize a School Improvement League in every school in the county.

In January, 1916, Mr. V. O. Gilbert, then the state superintendent of public instruction in Kentucky, established a Bureau of Community School Improvement Leagues and asked the writer to accept the position of state organizer, which the writer did.

In February, 1917, Mrs. Virginia Frazier, at that time president of the Louisville League of Parent-Teacher Associations, invited Mrs. Frederic Schoff, national president of the Congress of Mothers and Parent-Teacher Associations, State Superintendent Gilbert and the writer to be the guests at a luncheon at the girls' high school. Covers were laid for one hundred and fifty prominent school and Parent-Teacher Association workers of Louisville, including City Superintendent O. E. Reid and several members of the city board of education.

Mrs. Frazier called this conference with a view to taking steps to federate Kentucky with the National Congress of Mothers and Parent-Teacher Associations. At this conference, Mrs. Schoff made a wonderful address and inspired all who heard her with the bigness and possibilities of the work of the National Congress.

But because of the fact that Kentucky had such a few Parent-Teacher Associations, most of them in Louisville, and such a large number of members scattered all over the state in Community School Improvement Leagues, the matter of federating was dropped for several months.

But after hearing Mrs. Schoff and talking to her, the writer caught a vision of the possibilities of having the parenthood and all interested in the home, school and community organized into a specific organization for child-welfare as the National Congress of Mothers and Parent-Teacher Associations. At the invitation of Mrs. Schoff, the writer attended the board meeting of the National Congress of Mothers and Parent-Teacher Associations in Columbus, Ohio, in October, 1917, and gave a report of the organization work in Kentucky, most of which was Community School Improvement League work and having as a result approximately 75,000 members.

At this meeting, the president was authorized to employ the writer as national organizer provided the report of an investigating committee which was sent to Kentucky was satisfactory.

The committee reported favorably and the writer was appointed to go back to Kentucky and organize Parent-Teacher Associations where only a few existed and to change the Community School Improvement Leagues which we had been organizing in the state for two years into Parent-Teacher Associations or, in other words, to get them to join the National Congress of Mothers and Parent-Teacher Associations. A big job—Yes! A responsible job—a job that took tact and patience. Here we had urged the organization of Community School Improvement Leagues as something absolutely necessary to the success of the school. Now, we proposed to go right over the ground and urge that the League be turned into a Parent-Teacher Association.

The question came: Can we do it conscientiously? The answer came quickly! Yes. For, we had caught the vision that after all we were just trying to bring about the very best conditions for the child, and since the National Congress of Mothers and Parent-Teacher Associations is the oldest child-welfare organization in the world, with such a fountain from which to draw our inspiration and enthusiasm and from which to procure literature and necessary helps, why not affiliate our organizations with it by establishing a State Branch.

Immediately, State Superintendent Gilbert

changed the Bureau of Community Leagues to Bureau of Parent-Teacher Associations and Community School Leagues. In January, 1918, we began the work for the National Congress. Superintendent Gilbert and the newly appointed organizer called a conference of superintendents and educational workers, and planned for our state-wide campaign for Parent-Teacher Associations, preparatory to organizing our State Branch. At that time, there were seven hundred thousand children in the school census in Kentucky. Superintendent Gilbert and our committee thought we were extremely conservative when we fixed our state quota at one hundred thousand members for Kentucky which was at the small rate of one Parent-Teacher Association member for every seven children.

We started out enthusiastically to organize new Parent-Teacher Associations, to federate those already organized, and to federate our Community School Improvement Leagues. During that year, you will remember, in January and February, 1918, the coldest months for years, schools closed in cities much of the time to conserve fuel for war purposes. But in spite of these obstacles, by the 27th of April, over 2,000 members had been enrolled and Mrs. George C. Weldon, then president of the Louisville Parent-Teacher League, had been appointed state organizer until the State Branch could be organized.

Again Mrs. Schoff was invited to Kentucky, April 27, 1918, to witness the birth of the baby branch, and it was laid in the lap of its national mothers, and as you read more of this report we feel sure that you will see how the baby branch has grown through the nourishment given by its national mothers and the others in the National Board of the Congress of Mothers and Parent-Teacher Associations.

May I include right here a bit of my personal handicaps? Just as the Kentucky Branch was being organized (an event I had eagerly anticipated), I was called to the bedside of my dying mother. The last words she uttered were: "God bless you. Everything is so bright! Farewell." As I was helped from her room, feeling that life held nothing for me, a telegram was brought me from Louisville that the Branch was organized. My mother and I had had so many conversations during her brief illness of four weeks, relative to the organization of Kentucky. She saw the vision of the work, and when her dear life went out as the Kentucky Branch was born, I felt that God gave me this big work to help fill the vacancy left in my heart without mother.

Again, we set to work to get out plans all ready for our big drive, when schools should begin in August and September. That summer I visited teachers' institutes during July and August, sometimes speaking three times each

day, travelling several miles between the institutes.

In September, the influenza seized our state and a state-wide-quarantine was put on which closed all of our schools from October to February, and some of them never opened that year. Your organizer was seized with the flu in October and developed double pneumonia and for four weeks was unable to do anything. However, during the flu bans, we perfected our plans and had many conferences with teachers and county superintendents.

Notwithstanding all the drawbacks and dark places through which we have passed since becoming your organizer, we are glad to say that at the National Convention last May in Kansas City, Kentucky was able to report 6,870 paid-up active members. This placed the youngest Branch sixth from the top in number of members.

Now, we have 16,800 at the last report, which places us second from the top. California is now the only state ahead of us.

We have one county (Davies) which has 69 federated Parent-Teacher Associations. John L. Graham, superintendent of this county, can report over 3,400 members in the county. Owensboro, one of our cities with only six schools, has 1,216 members. J. H. Risley is the city superintendent.

Last October, Mrs. Milton P. Higgins visited us in Kentucky and made a survey of the work. She was greatly impressed with the interest and enthusiasm manifested. We were invited to speak at a Parent-Teacher Association Mass meeting in Owensboro. It was held in the largest church there, the First Baptist Church, with a crowded auditorium. Mrs. Higgins visited Louisville and spoke there. We also visited some of the rural schools' Parent-Teacher Associations, where crowds greeted her.

Mrs. Schoff also has visited us in Kentucky and has spoken at our State Education Association meetings and understands our plan of organization.

We have a new superintendent of public instruction in Kentucky in the person of George W. Colvin. He has a wonderful vision of Parent-Teacher work, and has set as the goal for Ken-

tucky "A Parent-Teacher Association in Every School." He believes that with the 600,000 school children which Kentucky now has, surely two persons for every six children can be interested in enrolling in Parent-Teacher Associations. And we have a superintendent who believes in getting what he goes after. The county superintendents and teachers try to do what he asks because they know that he is interested in the schools.

With Kentucky's method of organization, we cannot see why every state could not put on a membership campaign and raise the national membership to at least half a million members. War drives of every kind went over the top. Now let us have a drive for child-welfare for our own children, and arouse public sentiment by enrolling people interested in home, school and community in their own local Parent-Teacher Associations.

Some of the northern and western states have grown very rapidly in the Parent-Teacher work. Let Kentucky be an example of what the southern states can do.

We have labored under great difficulties in Kentucky because of war activities, war drives and the flu, the first year and a part of the next. But with the splendid educational workers of the state and the state executive board of the State Branch, we shall reach our quota.

We are laying the foundation for Parent-Teacher Associations in Kentucky that are loyal in every sense of the word to the National Congress of Mothers and Parent-Teacher Associations. We have had faith in the leadership of the national president, Mrs. Schoff, and the excellent board composed of conscientious, Christian characters, and it was this faith which gave us the vision—the same faith which inspires loyalty to the mother organization, the National Congress of Mothers and Parent-Teacher Associations, inspires us to put forth every effort not only to raise Kentucky's quota, but to inspire and assist other states to catch the vision and to enter into the spirit for a drive for half a million members of the National Congress of Mothers and Parent-Teacher Associations. It can be done!

LIDA E. GARDNER,
National Organizer

Child Welfare a Test

I believe the attitude of a nation toward child welfare will soon become the test of its civilization. If we are to have a healthy people and a healthy government we must start with healthy children. If we are to have an advancing civilization, if we are to have a united social state, if we are to have a equality of opportunity in the United States, we must have universal education.

If we wish real Americanization we must add the flux of our common schools to our vaunted melting-pot. All this is the very root of our national ideal—the ideal that every one shall have an equal opportunity to attain that position in the community to which his abilities and character entitle him.

IMPORTANT NOTICES

News items from the States must be in the hands of the editorial board by the **FIRST OF THE PREVIOUS MONTH** to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

The necessity for brevity will be realized, as space is limited and every month more states send news. News is **WORK DONE, OR NEW WORK PLANNED**. Communications must be written with ink or typewritten.

The **CHILD-WELFARE MAGAZINE** offers to every **NEW** circle of fifty members one year's subscription free provided that with the application for the magazine is enclosed a receipt from state treasurer showing that dues of ten cents per capita have been paid, and second a list of officers and members with their addresses.

This offer is made to aid new circles with their program and to give them the opportunity to become acquainted with the great organized parenthood of America.

Subscribers to **CHILD-WELFARE MAGAZINE** should notify the publishers before the 15th of the current month if the magazine is not received. Back numbers cannot be furnished unless failure to receive the magazine is immediately noted.

**PROGRAM FOR PARENT-TEACHER ASSOCIATIONS
FOR MAY**

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard or the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC—

President's Desk.—Present Day Methods in Child-Welfare. Prof. M. V. O'Shea.

SECOND TOPIC—(To be assigned to another member).

What Parent-Teacher Associations in other States are Doing.

THIRD TOPIC—(To be assigned to third member).

Current Events on Child-Welfare from Child-Welfare Notes and elsewhere.

List of Loan Papers on Child Nurture suitable for programs may be secured by sending 2 cent stamp to National Congress of Mothers and Parent-Teacher Associations, 1314 Mass. Ave., Washington, D. C.

STATE NEWS

Conventions of State Branches

CALIFORNIA, Los Angeles. . . May 18, 19, 20, 21
 CONNECTICUT, Bristol. . . . May 20-21

ILLINOIS, Charleston. May 11, 12, 13
 WASHINGTON STATE, Bellingham. May 6, 7, 8

ARIZONA

STATE CONGRESS OF MOTHERS CONVENED
MARCH 9

Twelve Hundred Members of 28 Parent-Teacher Associations Represented at an All-Day Session at Phoenix.

With delegates representing 1,200 members of the 28 Parent-Teacher associations affiliated with the Arizona Congress of Mothers, the Congress held its annual session in the west wing of the Phoenix Union high school.

The all-day meeting was featured by an open forum in which problems confronting the associations were thrashed out. This is a distinctly different program from any that has ever been held and replaces the conventional speakers' program. It was decided upon after arrangements were made for a banquet which formally opened the convention.

Mrs. J. C. Norton, who for ten years has been head of the congress received the unanimous vote of the congress.

Child Welfare Theme

Mrs. Norton has long been the accepted leader of the movement in the state, and has emphasized the work of the congress along the lines of child welfare.

While the local activities extend to the Mexican and Indian population, they did not have a representative at the convention.

"Cotton is king, copper is queen, but the real dictator in Arizona is its babies. If the baby crop failed, Arizona would go back to its wild state and merely be a camping ground," said Dr. Frank Lockwood of the University of Arizona in discussing "Arizona's Infant Industry" at a banquet, which was the opening event of the sixteenth annual conference of the Arizona Congress of Mothers and Parent-Teacher associations.

Dr. Lockwood did not limit his talk to babies, but to babies grown up to school age. He deplored the fact that the Sunday school and church has lost hold on many of the children.

"Many homes are making no effort to give the moral help needed at a time in the history when jazz and sensual pleasure are rampant," he declared. "Youth needs help in the face of such conditions, and if earnest devoted women pass down high ideals they will have the power to change the people in a generation."

Dr. Lockwood stated that the Congress had

assembled to plan for the welfare of babies. He said that the people were learning that they were not only responsible for their own children but for all children—the orphan, the alien and the outcast.

"We cannot divorce our interest from their interest," he asserted as he pointed out that it was the first and prime duty of the citizens to look after the physical health and welfare of the nation's future citizens.

"It is more dangerous for a baby to be born in Arizona than it was for our boys to go to the front line trenches, and we have statistics to prove it" he charged as he cited the fact that 18 out of every 100 babies born in Arizona perish before they reach the first birthday anniversary. While the percentage in the United States is from 10 to 14, that of Arizona was given by Dr. Lockwood at 18 per cent." To remedy this evil he spoke of the work being done by home demonstration agents throughout the state through welfare campaigns.

Rules for Parents

He then touched upon the defects of children of school age, advocating medical inspection in the schools, community clinics and school nurses. He spoke of the experiments made by the home demonstration agents which emphasizes the need and importance of giving boys and girls of the state health instructions. The seven rules he recommended parents and teachers to enforce he said were:

More than one cold bath a week. Sleep and plenty of it with open windows. Balanced meals, including soup, cereals, eggs and milk. Four glasses of water a day. Outdoor play. Use of tooth brush twice a day. Bowel movement every morning.

In speaking of play, Dr. Lockwood made a point of the great need of playgrounds in Arizona which in most states, he said, were considered as essential as schools. He not only advocated the playground, but supervised play for the children.

Dr. Lockwood spoke of the importance of placing high and pure ideals before the young folk of today. He spoke of the influence of the ideal on the life of the youth who invariably follow their ideal. He touched upon the ideal of the three great Americans, Washington, Lincoln and Roosevelt, and urged that the ideal of the child be kept alive.

The true American ideal as he views it includes

preëminently equal opportunity, fair play, justice, education, independence and freedom and generosity.

Captain J. F. Alkire discussed the "Educational Needs of Russia." Captain Alkire spoke of education as the enemy of bolshevism and stated how difficult it was to force education on the people. While he paid a tribute to the fine educational plants, the universities of Russia, he declared the common schools were not popular with the masses.

The banquet opened with a musical program presented by the high-school orchestra. Owing to the absence of Governor Thomas E. Campbell from the city, Mrs. Campbell substituted, extending greetings to the guests. Mrs. Campbell said she spoke in behalf not only of the governor, but for herself, her interest as a mother and a member of the parent-teacher association.

Music is Feature

The address of welcome was made by Mrs. M. T. Phelps, president of the Council of Parent-Teacher Associations, who emphasized the need of coöperation.

The response was made by Mrs. John Langdon of Verde, who gave as the aim of the organization the welfare of little children.

Following the convention department chairmen were elected by the Board. Mrs. Charles Howe was chosen to head the child hygiene department; Mrs. Harry Hancock, home economics; Mrs. E. A. Woodward, library and loan papers; Miss Gilchrist, juvenile court and probation; Mrs. F. A. Beane, Miss Amanda Zellas, kindergarten.

The conference was one of the most interesting of the sixteen annual conventions held by the congress. It took a decided stand on many of the important issues and there was much discussion relative to that much discussed question—teachers' salaries. In her address Mrs. J. C. Norton, the president, gave prominence to the matter.

"A teacher's salary should be such that she may be happy in her work, hold the respect of the community, and have opportunities for needed relaxation and recreation, and for advanced study of her profession. If there were a Parent-Teachers' association in every school, this matter could probably be adjusted locally and satisfactorily by molding the opinion of the community. Boards of education are generally anxious to do for the school what the taxpayers desire and are willing to pay for. We would suggest that the various associations made a study of this matter in their districts, find what needs to be done, and do it.

"Another thing we are standing for in relation to the schools is the establishment of kindergartens. We were instrumental in getting a kindergarten law passed by the last state

legislature which has led to an increase in the number of kindergartens in the state. We believe, with Dr. Claxton, that a child who is deprived of this real foundation stone in his education, can never have it made up to him in later life. But, as was suggested in the report of our kindergarten department, there is a question whether a poor kindergarten, having a teacher without a proper training, is better than none. Here, too, our associations should work in harmony with our boards of education, not demanding, but coöperating."

CALIFORNIA

The San Diego Federation of Parent-Teacher Associations of California is a very "live" organization, doing excellent work, receiving the endorsement and coöperation of the people of the city, and is one of the most important of the organizations here.

It has grown in the five years of its existence from a federation of three associations to one of twenty-two, with a membership of over one thousand, and has been the nucleus of a district federation of twenty-eight associations, with a membership of over two thousand members.

This City Federation has just started an educational campaign that promises to meet most successfully the greatest problem of the Parent-Teacher Associations throughout the country—that is, the ability to reach and influence those most needing it—the ignorant and indifferent mothers of the land. Many plans have been tried with more or less success, but there still remain many mothers unawakened to the idea that motherhood requires something more than love and instinct. Love and instinct are very necessary, but alone will not supply the wisdom that is called for in order to make a good mother. Study and preparation is as necessary for motherhood as for any other profession, and for that reason the wise ones of our city, have, after much study, prepared a schedule to be used in every association. Classes are being formed for study and leaders appointed, and a number of our educators have proffered their services to lecture upon the lines being studied. It is expected that many that it has not heretofore been found possible to interest in the work of our associations will be attracted by this study of the every day problems of every mother and join our ranks.

This schedule has been prepared by four chairmen of our educational committees combining their forces, led by the "Home Circle" chairman, Miss Montana Hastings, an expert and duly-appointed psychologist of the public schools of our city and of New Mexico, assisted by the well-known Dr. Edgar L. Hewett, a member of the American School of Research and curator of the Science of Man Museum of this city, who has for several years conducted the

"Better Babies" examinations, and has rendered valuable services to our city in many ways.

Our program gives in detail our plan of work. It contains names of books of reference on the different subjects that can be procured in the libraries of the city, that have interested themselves in the matter and given much assistance in the selection and arranging for the distribution of these books. The names of the educators who are giving their services to the work are also given. It is a great accomplishment to have secured recognition and coöperation from such a high line of talent.

This plan was not completed until February, when it was decided to make the first month's study a city-wide movement, and take "Americanization" as the subject. Each individual association was requested to make this subject its study and at the close of the month, an "Americanization Day" was appointed when meetings were held simultaneously in every association, or by two or three combining and noted speakers were engaged to speak upon the subject, sometimes going from one schoolhouse to another, thus covering the whole city.

After the first month the various associations were free to choose their own subjects for the next three months of the year and were assisted from the headquarters in the selection of speakers, etc., and it has been most interesting to note the interest manifested by the mothers in the selection, and great good is anticipated.

The originators of this plan see wonderful things in the future by the unfoldment and development of this work and the members of the San Diego Federation of Parent-Teacher Associations feel that they are, at least, "upon the map" in the Child-Welfare work of the present time.

The Third District California Congress of Mothers and Parent-Teacher Associations met in October in Placerville in Woodland in January and in Chico in March.

The District Convention met April 8 in Sacramento.

Mrs. S. E. Mack, district president, has brought messages of great value through the following officials: Wm. C. Wood, state superintendent of Schools; Mrs. Chas. S. Aiken, Americanization chairman, Clark Hetherington, state supervisor of physical education; Professor Edward Krelbiel, of Leland Stanford University.

The platform of work and influence for the district included:

Extension of Parent-Teacher Associations.

Community meetings to aid aliens.

More funds for carrying on State Program for Physical Education.

Limitation of classes for one teacher to 20 children.

Training of children in biology, hygiene and psychology.

SAN FRANCISCO

On account of the influenza epidemic in the city, and the board of education not desiring the public to congregate for meetings of any special size or for special programs we were unable to plan any exercises for Child-Welfare Day. However, at the next regular monthly meeting we will have Founders Day as special topic for the meeting. We certainly would appreciate receiving any data from time to time pertaining to this work we are so deeply interested in, thus keeping in touch with important matters pertaining thereto. Our club has recently started six classes of 20 students each for adults and children over twelve years in home hygiene and care of the sick, with instructors from the S. F. Chapter Red Cross. The course is 15 lessons and we are able to obtain instructions free from the Red Cross of this city. Everyone is enthusiastic about the course and in view of the fact of the shortage of graduate nurses and professional care to safeguard homes, and the recent influenza epidemic we feel that this is a matter that all clubs should follow, and we sincerely hope and pray that ere long Mothers' Clubs will organize classes and endeavor to educate women, girls and boys in home hygiene and care of the sick. This course is not intended or expected to prepare women to assume the responsibilities of a graduate nurse in case of serious illness, but it does fit them to care for minor illness and emergencies occurring in every household.

I do believe that every Mothers' Club should make a special effort to organize classes on these most essential and necessary subjects.

COLORADO

DENVER COUNTY

The code of the Denver County council for the year just reported could well be adopted in each county in the state. It is as follows:

Code

1. Recommend that the social hour be observed in all grade schools.
2. That hours for parties in the 7, 8, 9 grades be limited to 9 p. m.
3. That the neighborhood movies be requested to have their first show over by 9 p. m.
4. That each circle have a social chairman for each of the upper grades and this chairman be responsible for the social activities of the grade, that she look after the games and provide suitable amusement.
5. This social chairman should also interest herself in any delinquency in her grade. She should also explain to the boys and girls proper deportment for parties, movies and street car and try to create in the child a desire to dress properly. This mother can be called upon to help

the teacher supervise the social hour. Until children enter high school, boys and girls should not go together to parties. "Pairing off" is very unfortunate for young boys and girls. That clubs of mothers and daughters be formed and of fathers and sons.

8. The war has revealed to us as nothing else could the value to our children of proper housing conditions, and better equipment for our schools, therefore we recommend that we get behind the bond issue when presented and work for it, that our children of this decade may benefit by the improvements.
9. That since our organization is especially fitted and adopted to the great work of Americanization we recommend that the committee on organization give especial study to this work and do all they can to help the foreign parents in our schools, and that this committee also further the organizations of colored mothers' circles.
10. That the plan submitted by our home economics chairman last year be followed this year.
11. That we recommend to the board of education that the salaries of our teachers be increased assuring them that we as taxpayers and parents will stand behind them when they do this.
12. That a note of appreciation be sent to Judge Hersey for his effort to create a sentiment against divorce, and his effort to preserve the sanctity of the home.
13. That each chairman of a standing committee be requested to bring a written report to the meetings. If she cannot be present she should send this report.

JEFFERSON COUNTY

Jefferson county has set aside a community day and one of the main activities will be the organization of parent-teacher associations. Fifty different schools are to participate in the celebration. Some have banded into small groups of two or three schools and hold joint meetings; some are to supply their own speakers and get acquainted with their own home talent, while others have asked for speakers from the state bureau to be a help in organizing. There will be programs for the old and young and noticeably on a great number of them are the old-fashioned spelling bees that were so interesting in years gone by. There will be races and games and contests of all kinds and, best of all, picnic lunches. Mrs. Coombs, the county superintendent of Jefferson county schools is very enthusiastic over the way the parents are looking forward to community day and feels that the people in general are taking a greater interest in the school life of their children than

they ever did before, that they are really awakening to the part they should play as individuals of the community in which they live.

PROWERS COUNTY

Prowers county is forging to the front in the matter of the various activities of the parent-teacher associations. At Holly one organization was formed with fifty-four members present, all very enthusiastic and willing to put their shoulder to the wheel for any need that might arise in their district. A father was elected president of the association and it now remains to be seen if he can prove himself an equally good director as a mother would be. In the state of Colorado he will have to work hard to come up to the standard the mothers have set in the care of the child, for this is one field the women cannot only claim the equality of man, but the superiority.

LAS ANIMAS COUNTY

Trinidad's Parent-Teacher Associations are very busy these days. The city, itself, is to be congratulated on having a school nurse. In time, it is hoped, there will be nurses for the schools in the county where they are sadly needed. Mrs. Erion, county council president, keeps in touch with the pulse of the schools throughout the district and under the direction of Mr. Corning, county superintendent of schools, hopes to have an organization in every school in Las Animas county before the end of the school year.

HUERFANO COUNTY

Huerfano county, through Mrs. Martha Thorn, is going to put on an intensive campaign for the organization of Parent-Teacher Associations with help and assistance of Mrs. Fred Dick, state organizer.

BOULDER COUNTY

Superintendent W. V. Casey, of the Boulder schools, has inaugurated a system of reading that could well be taken up all over the state. The city librarian, Miss R. L. Fenton, in coöperation with the city superintendent of schools, compiled a list of books for reading for the children of the third and fourth grades, another list for the fifth and sixth grades and another for the seventh and eighth. These books covered all subjects, including some on history and biography, some on travel, some on nature study, others on folklore, then stories that were just stories but of the best, and some miscellaneous works. These lists were given to the pupils and upon their finishing five of these books a certificate was given which was artistic and something for a child to be proud of and something he can put away to his credit. At the top of the certi-

ficatc is this, "It is Thinking That Makes What We Read Ours."

WELD COUNTY

County Superintendent C. W. Martin is encouraging the organization of Parent-Teacher associations throughout the county, especially in the rural districts. Several have been formed.

CONEJOS COUNTY

Conejos county is quite active in the organization of Parent-Teacher Associations and several have been started this year. At Antonito especially, are the parents interested and working for the common good.

The Child Welfare bureau that the State Mother's congress backed and worked so hard for is now functioning in a very definite way. The executive secretary is Mrs. Mary E. Holland; the state organizer of the bureau for the Parent-Teacher Association is Mrs. Fred Dick, and the office secretary is Mrs. William Mathews. Mrs. Holland has spent some time in Salida installing a "Health Center for Children" and in several towns throughout the southern part of the state her plans are about complete for the establishment of these centers for the health of the community.

In Denver her chief activity has been at the Social Center Day nursery, where a "Welfare station" has been completely installed. At the opening of this center twenty mothers brought their babies for inspection and weight and expert suggestion. Every child is handled by an expert and under the most sanitary conditions. Eventually a dental clinic will be a feature of this station, but the mills of the gods grind slowly and all good things do not come at once, but they do come to him who waits, and in that part of the city they have been waiting quite some time; so Mrs. Holland's hopes run high.

CONNECTICUT *

Thirty-eight members of the executive board of the Connecticut Congress of Mothers were present at the board meeting and luncheon held at the home of Mrs. E. C. Littlefield, state chairman of Juvenile Court work, in New Haven, Conn. An appeal for assistance to be given the Near East fund was made and a personal collection taken up among the members of the board, and plans made by clubs represented to take up the work in their clubs. An invitation from the Mothers' Club of the Prospect M. E. Church; The Child Welfare Association of Forestville, and the Terryville Mothers' Club to hold the annual state convention in Bristol was accepted. The date of the convention in Bristol was accepted. The date of the convention is May 20 and 21, 1920, and some very fine speakers, including Dr.

Kate Waller Barrett will be heard at that time. Departmental meetings where club problems may be discussed and worked out are expected to prove most helpful. Mrs. George Brinton Chandler, the state president, reported having attended the business meeting of the State Teachers association and the board went on record as heartily endorsing the movement for better conditions for teachers and children. A number of sustaining members were added to the roll of the Congress, and life membership certificates were presented to Mrs. E. H. Belder, and Mrs. H. M. Barnard, of Rocky Hill. The reports of standing committees showed splendid progress along all lines of club work.

GEORGIA

MRS. C. P. OZBURN HEADS MOTHERS

Mrs. Charles P. Ozburn of Atlanta is the new president of the Georgia Congress of Mothers and Parent-Teacher Associations, elected at the convention in Macon, March 27. Mrs. Ozburn succeeds Mrs. J. E. Andrews, also of Atlanta, who was presented with a beautiful silver card case by Mrs. G. E. Heide retiring vice-president, in behalf of the association as a token of love and esteem.

Mrs. Andrews declined to accept a renomination. The other officers are Mrs. T. E. Harrison, Augusta, corresponding secretary; Mrs. John Glenn, Decatur, treasurer; Mrs. J. B. Hatton, Savannah, auditor, and the following chairmen of districts: Mrs. Alexander Thesmar, Savannah, chairman of First; Mrs. T. E. Blackshear, Macon, chairman of the Sixth; Mrs. M. E. Judd, chairman of Seventh; Miss Katharine Dozier, Gainesville, chairman of Ninth; Mrs. J. G. Bearden, Augusta, chairman of Tenth; Mrs. J. B. Abrams, Brunswick, chairman of Eleventh; Mrs. W. M. Rountree, Cannochee, chairman of Twelfth.

The remaining districts, the Second, Third, Fourth and Eighth, will be appointed by the president.

The convention of the Georgia branch of the National Congress of Mothers and Parent-Teacher Associations, which took place in Macon last week at the same time the Georgia Educational Association convened, was a brilliant success in every way, marking the great progress of the parent-teacher association as a positive factor in the advancement of education in this state.

In addition to many visitors, 125 accredited delegates attended the convention and reported the activities of their various associations.

The Macon Council of Parent-Teacher Associations, of which Mrs. J. H. Spratling is president, gave a royal welcome to all Parent-Teacher Association delegates, providing that hospitality so well known to all accustomed to attending conventions in the Central City. Mrs. Spratling

was general chairman of arrangements and was ably assisted by Mrs. T. J. Cater, Mrs. G. A. Heide, Mrs. H. A. Burke, Mrs. McGhee, Mrs. Medlock and others.

On Thursday the executive board members were the guests of Mrs. Heide at luncheon in the Dempsey, and Macon association members were hostesses at a luncheon tendered all delegates on the 26th.

All sessions of the Parent-Teacher Association convention were held in the convention hall of the Dempsey, with Mrs. J. E. Andrews presiding.

Under reports of officers, Mrs. Andrews gave a summary of the work accomplished by the state parent-teacher association the last two years.

Vice presidents of the first, fifth, seventh, ninth, tenth and twelfth districts were present and gave splendid reports of the progress in their districts.

Report of the membership drive, which closed February 17, and of the winning associations in this campaign, was one of the big features of the convention and created much interest and speculation. Mrs. John Glenn, treasurer of the state organization, gave a sworn statement with regard to the winning associations, as follows:

First prize of \$100, Liberty school, Monticello, 28 pupils, 69 members, or a percentage of 246 3-7 per cent.

Second prize of \$50, Union City school, Union City, 130 pupils and 264 members, or a percentage of 203 1-13 per cent.

Third prize of \$50, Nisbet-Gresham school, Macon, with 398 pupils and 800 members, or a percentage of more than 201 per cent.

Fourth prize; of \$25, Glennwood school, Decatur, with 376 pupils and 638 members; percentage 169 32-47 per cent.

Fifth prize, Cannochee school, Cannochee, Ga., with 116 pupils and 182 members; percentage 156 26-29 per cent.

Full list of competing schools or associations will be given in *School and Home Magazine*, the official organ of the State Parent-Teacher association, next issue.

It will be noted that a very small rural school—possibly the smallest in the state—won the first prize. Every school in Macon participated in the drive, as did those in Savannah, and a majority of the Augusta schools also went into the campaign, thereby increasing their membership and interest to a great extent. Among the Atlanta associations doing good work in this connection were Hill, Slaton, Grant Park, Greenwood and others.

Palmetto and Bolton, in the fifth district made a wonderful showing, as did the new parent-teacher association of Emory university.

Montgomery rural school, Savannah; West Rome school at Rome; Monte Sano school at Augusta, etc., deserve special mention.

Mr. John R. Boardman, national field scout

commissioner, was the only speaker on the program at the afternoon session of the 26th, and the Boy Scout movement was heartily indorsed, as was the work of the Woman's Christian Temperance union and that of the national child labor committee, also the following bills pending before congress:

House bill No. 12652, known as the physical education bill; the Smith-Towner bill, and a bill which provides for the public protection of maternity and appropriates a sum beginning with \$2,000 (to be increased in five years to \$4,000), to be used by the states in teaching prospective mothers and provide nursing and medical care for them. Ten million women in the United States have pledged their support in behalf of this bill, which was unanimously indorsed by the League of Women Voters at the recent Chicago convention, and the National Congress of Mothers and Parent-Teacher associations are two of the thirty-one national organizations doing their utmost to promote its passage.

The convention voted to have the Georgia Congress enrolled as a contributing member to the child labor committee, which is working for better child labor laws, better methods of enforcement, better schools and school laws, supervised public playgrounds, humane treatment of defective and delinquent children, mothers' pensions and children's scholarships, state children's codes, etc.

Immediately following the election of officers, delegates were conveyed to the reception at Lanier High school, tendered by the Bibb County Teachers' association and the Macon council of Parent-Teacher Associations.

Mrs. Charles P. Ozburn, of Atlanta, was unanimously elected president of the Georgia Congress of Mothers and Parent-Teacher Associations for the ensuing term of two years; Mrs. T. F. Harrison, of Augusta, was reelected corresponding secretary; Mrs. John F. Glenn, of Decatur, reelected treasurer, and Mrs. J. B. Hutton, of Savannah, was reelected as auditor.

Mrs. Alexander Thesmar, of Savannah, will again head the First district as vice-president, and Mrs. L. E. Blackshear, of Macon, is the new vice president of the Sixth district. Mrs. M. E. Judd, of Dalton, was reelected vice-president of the Seventh; Miss Katherine Dozier, of Gainesville, of the Ninth; Mrs. J. L. Bearden, of Augusta, of the Tenth; Mrs. J. B. Abrams, of Brunswick, of the Eleventh, and Mrs. W. M. Rountree, of Cannochee, of the Twelfth.

Mrs. P. H. Jeter, of Decatur, has been appointed vice-president of the Fifth district, to succeed Mrs. Ozburn, and appointments in the Second, Third, Fourth and Eighth districts will be made at an early date.

Mrs. Bruce Carr Jones, of Macon, is the new parliamentarian of the congress, and a recording secretary will be named within the next few days.

The office of vice-president at large, created two years ago at the annual convention held in Decatur, was declared unconstitutional and vacant by the board, owing to the fact that it had not been ratified by the convention in Macon, in 1910, through oversight.

As a mark of appreciation for her past services, Mrs. Andrews was presented with a beautiful silver card case, formal presentation being made by Mrs. G. A. Heide, of Macon, retiring vice-president at large.

IDAHO

SUMMARY OF THE PARENT-TEACHER WORK IN IDAHO DURING PAST YEAR

The Idaho Mothers' Congress conducted a rest tent all during the week of the State Fair which proved a splendid meeting place for old workers and a fertile ground for interesting women as yet not members. The number of sustaining members has jumped this year from 21 to 84 and there are more subscriptions reported to CHILD-WELFARE than ever before. The number of active circles this year shows a slight increase over last year, which really means that some circles are dormant, as a number of new circles have been organized. This condition results from the fact that so many circles gave up their Parent-Teacher activities to do war work and have not yet made a readjustment and also to the long discouragement of the influenza epidemic.

Cole Parent-Teacher Association, in Ada County, is a 100 per cent organization, as every father as well as every mother of a school child in the district is a member, besides some who have joined even though they have no children in school. They have 85 paid-up members. This splendid record is largely due to Mrs. Batchelder, principal of Cole school, who has been a tireless worker toward this 100 per cent mark. Perhaps when the reports are given at the state meeting we will find other 100 per cent circles.

Most of the circles have bent their energies toward installing hot school lunches or playground equipment or beautifying the school rooms with pictures, plants and musical instruments. Some have taken up the Children's Movies, a movement in which Boise is a pioneer of the whole country. Through the efforts of Parent-Teacher Association, county welfare nurses have been established this year. Other circles which wish to press for such legislation, will find the text of the law in the Idaho Mothers' Congress yearbook. Boise has also installed a bi-weekly Baby Clinic. The Idaho Mothers' Congress is unique in its Humane Education Department, which under the able chairmanship of Miss Marie Irvin greatly stimulates interest in this work in the schools throughout the state.

Ada County is planning a rousing all-day

county meeting for April 17, while the state meeting will be held at Gooding in May.

IOWA

AMES COUNCIL OF PARENT-TEACHER ASSOCIATIONS

The time is drawing near when the Parent-Teacher Associations of Ames make their balance sheets and plan their campaign for the ensuing year.

Our ledger for 1919 and 1920 stands something like this: Five Parent-Teacher associations in connection with the Ames public schools, each affiliated with the state branch of the National Congress of Mothers. A Central Council, whose personnel consists of the president of each of the five associations, the principal of each of the ward schools and the principal of the high school. This Central Council serves as a cabinet, to consider the proposed activities for the associations and to recommend the general scheme for the year's work. When the year's plan is adopted each local association works it out in detail as the conditions in each district demand. Each association, like the individuals composing it, and the neighborhood supporting it, has its own personality and must work out its individuality in the lives of the children and parents of its vicinity.

Each of the five associations sent its full quota of delegates to the State Parent-Teacher association held in Ames, during November. The delegates in turn, reported the convention at the next meeting of their association.

Each association has held its regular monthly meeting during the year, with the exception of the times when the influenza ban was on, and has received the hearty cooperation of its teachers patrons and friends. The school board has been loyal and generous toward us all.

Each association accepted the general campaign scheme for the year and put it across and in addition gave an interesting and instructive program at each meeting. The faithfulness of the social committees has made possible the social hour, contributing much toward the good fellowship which exists. What were the general plans? (1) First was the establishment of the play ground equipment in each ward. Each association accepted the challenge and the school board said "Make your estimate, raise your quota and we will duplicate it." It was accomplished and now call at Central, Lincoln, Beardshear or Welch when warm days come and watch the "kiddies" play. (2) The second undertaking was that of the malnutrition campaign. While it is still in a formative period it is being carried on slowly but surely. The new school nurse and the cooperation of the H. E. department of the college aided greatly in this undertaking. The Central Parent-Teacher Association is prepared to give valuable

statistics as far as results are concerned in this malnutrition effort, if you are interested.

The High School Association has had very worthwhile programs and is planning several big undertakings. While the problems of the high school are unique and practically its own, that association has been a constant source of inspiration and help to the association for the grades.

As we have stated, we are closing our accounts for this year. The new officers are elected at the April meetings and there the new cabinet meets to formulate plans for next year. Now what we desire and should have are your suggestions. What should we do? What shall we undertake? We are organized for service. Keep in mind one object for instance: "To surround the childhood of Ames and vicinity with such care and environment that the highest type of citizenship may be attained."

How may we best do this? These problems have been suggested: better school accommodations; better city laws; more wholesome social life; correction of certain social evils; a smokeless "boy town" in Ames; a reading course for parents. Tell us, are these worth while? Suggest others. The Parent-Teacher Association solicits your helpfulness in constructive cooperation.

KANSAS

PARENT-TEACHER ASSOCIATION OF THE KANSAS STATE NORMAL

The aim of the parent-teacher association is to bring into closer relation the home and the school, that the parent and teacher may cooperate intelligently in the education of the child.

This organization in the Kansas State Normal Training School has been a binding link between home and school for five years. The meetings have been well attended and interesting programs have been given. In years past the president of the association and a group of teachers planned the programs, sent notices to the parents of the meeting, and really did all the work of the organization. It was all enjoyed, but too few helped make the meetings a success.

Plan for 1919-1920

This year we are trying a new plan. The idea is to make each parent responsible for a part of one program in the year. To do this the whole group of parents, from the kindergarten to the senior high school, was arranged alphabetically and divided into groups, so that the families having children in different grades might become better acquainted.

We found we had 210 families, and for six meetings (one each month) it would take thirty-five families in each group to cover the entire list.

Our first group of thirty-five to have charge of the December meeting includes all of the letters

A, B, and part of C. From this group was selected three who were called leaders. They are to call the members of the group together and be responsible for the meetings.

This makes thirty-five families hosts and hostesses at each meeting in the year, and gives each family something to do. The plan is to give each one an opportunity to make any suggestions for the program he or she may desire to see carried out on the night when their group has charge. The teachers are always ready to assist, but must be asked. The students are willing to demonstrate any new method being taught. The visual education department of the State Normal, with its moving-picture machine and a fine line of films, adds to the pleasure of the evening. The music department has always added greatly to our meetings and will help in the future. The group in charge may offer prizes for the best bird houses made by the children in the school, or may plan any new scheme possible to add to the interest in the school. Community conditions may be taken up, or outside speakers brought in to discuss any subject chosen. There is no end of good material to be used in the programs. The group may select any program the members agree upon.

The first meeting this year was held the first of November and was a "get-acquainted" meeting. As the parents entered the school building their names were pinned on them, so that all formality was done away with. Then while the Junior High School Orchestra played in the hall the parents visited the different school rooms, where they met the teachers of the different grades. A short business meeting was held, followed by a brief program. Then the plan for the year was given by the president and the first group was called together in another room to make plans for the December meeting. The general meeting was followed by a social period, refreshments being prepared and served by the children of the junior high school.

The group of parents, A to C, worked out a unique entertainment for the December meeting, but owing to the fuel shortage we have postponed the meeting until January. The plan is to have a short program, then the parents are to go to the different rooms, where the teachers will give demonstrations of their work and the methods and equipment used by the scholars. There will be seven or eight different demonstrations going on at one time, so that we may have room for all the parents. The demonstration will be repeated several times. This program will give the busy fathers and mothers, who do not often find time to visit school, a chance to become acquainted with the newer school methods.

The groups and leaders for the whole year are named so they may be thinking over plans for the programs to come. We hope to make this

one of the best years the parent-teacher association has had.

MASSACHUSETTS

MESSAGE FROM MRS. MILTON P. HIGGINS

Whiffs from Washington

Your President came to Washington, D. C., to attend the national executive board meeting held February 20 and 21. Detained by accounts of the impossible weather conditions in Massachusetts, she has had an opportunity to learn how surely and how closely the national office in its various lines of work is linked to the state and local associations.

A morning glimpse into the national office at 1314 Massachusetts Avenue shows our efficient executive secretary, Mrs. E. C. Watkins, busily engaged in reading and answering the many letters brought by the postman, and in sending off to local associations the new loan papers which will take the place of an outside speaker at their next meeting. Thousands of the new national year books have been recently sent to the local presidents whose names and addresses are arranged in a card index. This card index can be kept up to date only when the secretary of each local association notifies the state corresponding secretary whenever any change takes place in the election or appointment of new officers. If the local association keeps in close touch with the state and the state with the national, then the great movements which find their expression in our national Capitol, and which affect our educational world and the welfare of our children are quickly communicated to our local associations by means of the CHILD-WELFARE MAGAZINE and the State Bulletins, as well as by special messages sent out by the chairmen of the various departments.

Such a message has recently been sent to all the state presidents from Dr. Kate Waller Barrett, your national chairman of legislation. The Federal Bill for Physical Education in all the schools of our country should be heartily welcomed and advocated by every patriotic citizen. It pertains to each individual child in our homes and in our schools, and the parents and teachers, in coöperation with the state and national authorities, may have an opportunity to see put into practice the physical exercises that will aid in the making of a healthy, vigorous nation.

During the war our large headquarters in Washington was a home for the soldier boys and here they were sure not only of good food and a good bed but a home-like atmosphere and sympathetic aid in time of need. Now that the war emergency is over, there are still many boys coming back to express their thanks for the influence which pervaded the home and which proved in many cases a refuge to which they fled from outside temptations.

The Home Education Division in the National Bureau of Education is still under the efficient management of the director, Miss Ellen C. Lombard, and the number of those who are enrolled in the various "reading courses" is rapidly increasing. These courses furnish a liberal education for those whose early advantages have been limited, and also an opportunity for those who desire to specialize in certain lines.

Washington is the place where each state gains the credit for what the individuals, the associations, the schools and the homes are doing for the betterment of the nation.

What is Massachusetts doing, and especially what are our Parent-Teacher associations proposing to do this year for the good of the nation?

First, Massachusetts proposes to give to any parents in or out of the state an opportunity to attend a school for parents and teachers to be held at Northfield from July 16 to July 27. This will be in connection with the regular summer school. There will be special courses in child psychology, adolescent psychology, parents' problems, the ideal home and story telling. Write for further information to Mrs. C. F. Borden, 192 Lincoln Avenue, Fall River, Mass.

Second, Massachusetts is ready to work for the passage of the Federal Physical Education Bill (H. R. 12652). Send for a copy of this bill to National Physical Education Service, 309 Homer Building, Washington, D. C.

Third, Massachusetts proposes to show her loyalty by increased production. The boys and girls in our homes and schools are already planning for renewed activity in poultry and pig clubs, and in the raising of a better crop. The girls especially plan to beat the record of last year in the canning of vegetables and the preserving of fruit, and are coöperating with the various farm bureaus.

Massachusetts is ready to put her homes and her schools to work for the best good of humanity.

MISSOURI

MESSAGE FROM ST. LOUIS

A Tribute to the National Congress of Mothers and Parent-Teacher Associations

When the first registration card appeared in 1917. I noticed an omission of an activity that thousands of mothers were active in, not only in war time but in peace time as well. It seemed to me that thousands of mothers were anxious to be of service to their country who could not leave home, and who would gladly register for the guarding of child life in the home, school, church and community, keeping up the moral standards of our youth. I wrote to Dr. Anna Shaw, chairman of Woman's Committee, Council of National Defense, calling her attention to this omission in the registration card. Her answer was: "Your letter to Dr. Shaw was

presented to the Woman's Committee at its session, the past week, we fully appreciate your efforts on behalf of the mother and child in the homes and the Woman's Committee wishes in every way to second your efforts in arranging a new registration card for women which will shortly be issued. We have tried to make a classification, which will allow the women to register the activities she is carrying on inside the home. You are quite right in thinking that the whole committee stands with Dr. Shaw in its determination that the *inner standards* of national welfare must be *preserved* and in every way possible, the Woman's Committee is seeking to bring this point of view to the women of the country. Of course there never has been a time when the housewives of a nation had so great an opportunity for service as at this moment. The men who know tell us that this war may be won or lost by the thrift or wastefulness of the American housekeeper the care of the little things in the home, the saving of all food, the use of the proper food, the economy in the use of clothing and materials are the things which the wife and mother can do in the home, and teach her children to do, and there is no lesson more important at the present time than this conservation of the food and material supplies of the nation. As Mr. Hoover says, "Some one will surely starve unless the women of the country can save enough to feed the starving millions." We trust that you were in touch with the chairmen of your state, and that you will work with her in bringing this and other lessons home to the women throughout your state. We hope you will especially urge the guarding of child life in every way, in the school, in recreation and in moral education. If juvenile protective associations are necessary, see that they are formed, but it seems to me that *your organization* is well fitted to carry out any such program."

Dr. Shaw and her committee fully realized the chief, yes sole aim of our Congress, to preserve the inner standards of our national welfare, and the whole committee was ready to bring this viewpoint to the women of our country. The new column added, "Domestic," was perhaps not quite as dramatic, did not therefore appeal to some, but those who offered to serve their country in this were just as patriotic. To me, the guarding of child life, in home, school, church, and state in the most vital activity. Just as vital and important if not more so in this period of rebuilding of the world. Do not the inner standards of our national welfare need now more than ever to be preserved, in this period of unrest and discontent? Our work is fundamental in this reconstructive period. The home, the basis of civilization, must be preserved, or civilization will fall. This foundation for good citizenship is at present not being solidly laid. The moral character

building of the child is the duty primarily of the home.

Shall this most terrible of wars have been fought in vain? Mothers of America, especially members of our Congress, the supreme test has come to us. You will not fail, but stand loyally by your country, by our Congress, which body has been urging this most vital service to its members for 23 years.

With unity of aim and effort, forgetting self in the cause, with hearty coöperation on the part of all, let us "put over the top" the cause of child welfare."

JENNIE HILDENBRAND.

SPRINGFIELD COUNCIL

The Springfield Council of the National Congress of Mothers and Parent-Teacher Associations met in March. A delegate, Mrs. C. E. Gardner, was chosen to take a report of the council's work to the State Convention at Kirksville in April. Mrs. Wm. Ullman, who is state and local child-hygiene chairman, gave a most interesting talk on the recent convention of the League of Women Voters held in Chicago. She was much impressed by the hearty support given to child welfare. She brought back with her a personal message from Mrs. Frederic Schoff, president of the National Congress of Mothers and Parent-Teacher Associations, who also was in attendance at the Chicago meeting. The Council-discussed and urged the members to petition and urge our legislators to support the Smith Towner Bill.

The McGregor Circle, Phelps Circle, Tefft Circle, Waddill Circle, Rogers Circle and Roberson Circle, all are steadily increasing their memberships and keeping alive the interest in parent teacher work among the members. All these circles are doing a great deal of charity work in clothing the poor and caring for the sick.

NEW HAMPSHIRE

SUGGESTIONS FOR WORK IN AMERICANIZATION BY THE PARENT-TEACHER ASSOCIATIONS OF NEW HAMPSHIRE

There is no more urgent work to be done in this time of great unrest than to keep the ideals of our democracy clearly in our minds and hearts and through intelligent friendliness to help the foreign-born to become happy, loyal Americans.

The chief problem confronting all workers in this field is the difficulty of establishing easy and natural contacts with our foreign-born especially the women. In the parent-teacher associations and in the mothers' meetings, we have, I believe, the very best means of bringing this about naturally. The men can be reached through the night schools or places of business but the mothers kept at home by the little children and often by the traditions of their race are shy and retiring from their isolation and yet will come to the mothers' meetings

when requested by their children. Through the public schools they can be reached since in them they fear "no class line, no race distinction and no religious interference."

A few suggestions are given below as to methods of carrying on the work.

I. General meetings can be held.

1. To study the subject of Americanization in general and the races of the foreign-born living in your particular region. Speakers may be secured; doctors to give talks on health, lawyers to give instructions in the need of careful supervision of our boys. Nurses can speak on the care of the sick, etc.

2. Meetings purely for entertainment in which the talents of the foreign-born should be used as fully as possible as well as the best talent we can furnish. There should be community singing at these gatherings and opportunities for getting acquainted.

II. Special meetings should be held to emphasize each nation's contribution to the common good.

1. Food sales with recipes of both foreign and domestic dishes. Talks on food values.

2. Exhibits of textiles, laces, rugs, etc.

3. Wedding customs of the different nations illustrated with costumes and pantomime, when possible.

4. Folk dancing by national groups.

5. Exhibits of instruments and programs of folk songs, etc.

6. Classes in millinery, cooking, sewing, lace-making as they are needed.

III. Work to help towards naturalization.

1. Classes in citizenship.

2. Annual Citizenship Day when all native-born men who have become twenty-one years of age and all those of foreign birth who have obtained their final papers shall be welcomed in a dignified public ceremony into citizenship. Laconia has held one such successful day on January 1, 1920. July fourth makes a good date.

IV. Other means than lectures, entertainments and classes.

1. Personal acquaintance through home visiting. Make use to this end of such foreign-born persons as can speak both languages.

2. Exchange lessons in language with the foreign-born.

3. Form end conduct through the season a community chorus.

4. Community or Neighborhood houses are vastly helpful to better understanding and give opportunity for encouraging talent of various kinds. Dover has such a house.

5. Community drama and pageantry, when these are possible, bind the town into one great family.

These suggestions have been taken from various sources a few of which are given below, that more detailed help may be secured if desired.

1. Special Outline for Study by Mrs. Frank Gibson may be obtained from the chairman of the Department of Education of the Federation of Women's Clubs, Mrs. O. Shepard Barnum, 312 S. Fifth Street, Alhambra, California.

2. "The Immigrant as Seen Through His Own Literature" may be obtained from Mrs. True Worthy White, 120 Boylston Street, Boston, on receipt of ten cents to cover cost.

3. A pamphlet, "Americanization Programs" published by the Americanization Division of the General Federation of Women's Clubs gives valuable suggestions for all sorts of work in this field. This pamphlet will be sent on receipt of five cents by Mrs. Thomas G. Winter, 2617 Dean Boulevard, Minneapolis, Minn.

4. A list of books and articles on Americanization, also of sketches and works of fiction which give insight into the traits and customs of the various races, will be furnished to applicants by the State Board of Education, Americanization Department, at the State House, Concord, New Hampshire.

(A) To avoid duplication of effort, this association and all other community organizations have been requested to cooperate in the Americanization program of the State Board of Education to which responsibility for organizing Americanization in New Hampshire has been delegated by law. The superintendent of schools in each city or district is the local head of the work representing the State Board.

Your director will gladly suggest speakers when they are needed. Don't forget that our work is also with the illiterate American-born and remember that large numbers are not necessary for worthy work.

(MRS.) MATILDA W. BROOKS,
Director

CONCORD, N. H.,
March, 1920

PENNSYLVANIA ROCKWOOD

We have just finished our "every member canvass" and have forwarded our dues to the State Treasurer. The result of the canvass was quite gratifying, as the population of our town is quite small, about 1,500 people, our canvass resulted in a paid membership of 296.

Our organization started in 1916, when we met at the instance of our state president and neighbor, Mrs. E. E. Kiernan.

Rev. John Evler, Ph.D., was our first president. Our first work consisted in awakening interest in our schools. Second, we secured by right of condemnation proceedings, four vacant lots near the school building for a permanent playground. During the war, our interest was directed to war work activities, backing the Red Cross, Liberty Loan Campaigns, etc.

After the war, renewed interest was aroused

in the schools, and through our influence, another year's instruction was given our boys and girls. We now have a first grade high school, with all college trained-men as teachers.

This year the Association purchased a Bush and Lane high-powered microscope for the schools, and are now in the midst of a campaign for a public library. Already about 400 books have been donated or purchased, and we have nearly \$300 in money to buy more, we expect to put the library in the school building, but have it open to the public during the entire year. We are next going after a Daily Vocation Bible School for our town, and then see about getting better films at the movies.

Our average attendance is about 275, and often as high as 400.

We have mixed programs about half entertainment and half talks and lectures.

RHODE ISLAND

The Parent-Teacher Associations and Mothers Clubs in Rhode Island have been bending their energy toward raising money for the Building Fund for the National Headquarters with remarkable success. The state treasurer recently sent a check for the amount of \$130.71, which covered contributions from a number of Circles in Rhode Island. Pawtucket Clubs responded most generously to the call.

TENNESSEE

The Chattanooga Federation of Parent-Teacher Associations is very much interested in physical education. They have just put through dental inspection for the city children, and intend to work to establish a dental clinic with a dentist employed by the city. They want to require a dental certificate in the fall, thus compelling all parents to see that their children's mouths are in good condition. They have splendid coöperation by the commissioner of education and the superintendent of schools who had cards printed to make out two for each child both colored and white. One card was sent home by the child, signed by the mother and returned to the teacher. The other card was filed with the superintendent of education. The Chattanooga and Hamilton County Dental Association agreed to close all their offices for one day and examine the mouths of every child in the city. All children having perfect teeth were given a certificate. The complete report showed plainly that they need the dental clinic. After the day's work was done, all the dentists were entertained at dinner at the junior high school by the Federation of Parent-Teacher Associations. Members of the city commission and the superintendent of schools were honor guests also. The dentists have agreed to give two lectures to the school children on the care of the mouth and the important part good teeth

play in one's success. The colored dentists took entire charge of the colored schools, and put the work through in a most creditable fashion. A committee of three composed of parents and teachers, one committee for each dentist, spent the entire day at the schools making out cards and assisting with the children and instruments which were sterilized just as carefully as at each dentist's office. The commissioner of education met the expense of the printing.

TEXAS

Child Welfare Day in Texas was quite a success, in spite of the influenza epidemic. Parent-Teacher Associations all over the state are sending in to Mrs. Ella Caruthers Porter, state chairman, enthusiastic reports of educational rallies and mass meetings held in public school buildings on Founder's Day, February 17. Interesting programs, in which parents, teachers and children took part, demonstrated the ideal "social center." The programs sent out by the National Child Welfare Day chairman, Mrs. David O. Mears, were used largely, being in some instances supplemented by topics of state and local interest. All programs were prefaced by a short history and "aims and purposes" of the National Congress of Mothers, and many associations are sending birthday gifts to "Mother National." Some are small but the spirit in which they are given is beautiful. Some Parent-Teacher associations are yet to hold other child welfare day programs, having been delayed on account of sickness in the community. We find Child Welfare Day an ideal opportunity in which to bring before the general public the aims and purposes and accomplishments of the congress of mothers; it is also an opportune time to secure new members for the local associations.

The following interesting program has been sent by the Ft. Worth North Side High School associations, of which Mrs. M. H. Moore, wife of the superintendent of schools, is president. This was a mass meeting held with the Circle Park and M. G. Ellis schools. Meeting was held in the north side high school auditorium in the evening, and was attended by parents, teachers and children.

PROGRAM

History, aims and purposes of National Congress of Mothers, Mrs. M. H. Moore, President, North Side High School.
 America—sung by fifty children.
 Reading—He leads us on, by small boy.
 Address—Mrs. E. A. Watters, president, Texas congress of mothers, stressing legislative and hygiene departments.
 Song—high school pupils.
 Aims and Achievements of Congress of Mothers,

children of Denver Ave. school, using the alphabet, each child holding a large gold letter. School Benefits—Circle Park pupils, each holding a letter as he stated some definite benefit.

What We are Doing to Americanize our Foreigners—A practical demonstration—was given by Miss Lucy Boyd, of M. G. Ellis school. A group of men and women from the night school were brought in during the evening and given a short lesson before the audience. They repeated the preamble of our constitution, and sang America with much enthusiasm. One foreign child told a story of a "Lump of Clay" and how it was moulded into an American citizen. This was a very interesting feature.

Dr. Bonelli, the school physician, gave some practical instructions in the care of the child.

Vocal solo by high school girl—A Little Child Shall Lead. "Texas state song."

Superintendent M. H. Moore told of problem confronting Texas public schools on account of shortage of teachers. Practical remedies were suggested by increase of local taxes that teachers may be paid a living wage.

Birthday offering was asked for and \$11.10 received. If our other 350 Texas organizations would do as well and every organization in membership with the National Congress of Mothers would duplicate this amount as a birthday gift each year, wonderful things could be accomplished for child welfare.

WASHINGTON STATE

Pre-School Circles of Mothers have been more systematically developed in Washington than in any other state.

They are just as necessary to child welfare as the Parent-Teacher Association and precede it. Children learn more in the first six years of life than in any other six years. Mothers are their teachers, and as teachers they deserve and require all possible opportunities for study of child nurture. The Pre-School Circles should be recognized as essential part of the great educational movement of National Congress Mothers and Parent-Teacher Associations to help every home, every mother, every father, every teacher.

How blind the policy to compel mothers to wait until their children enter school before taking up the study of child, care and child nurture.

All honor to Washington State for the emphasis it places on the Pre-School Circles.

CONSTITUTION FOR A PRE-SCHOOL CIRCLE

In the Washington State Branch of the National Congress of Mothers and Parent-Teacher Associations

ARTICLE I—Name

This organization shall be known as the Pre-School Circle of.....

and shall be affiliated with the Washington State Branch of the National Congress of Mothers and Parent-Teacher Associations.

ARTICLE II—Object

The object of this Circle shall be to study all problems of child nurture prior to the school age and to promote training for motherhood and home-making.

ARTICLE III—Membership and Dues

Sec. 1. Anyone interested in the purpose for which this Circle is organized may become a member upon payment of the dues as provided in Section 2.

Sec. 2. The annual dues of this Circle shall be.....cents.

PROGRAM SUGGESTIONS FOR PRE-SCHOOL CIRCLES

The Ideal Mother.

The Ideal Father.

Mother—

The Home Maker.

The Habit Builder.

The Play Fellow.

The Educational Factor.

Mother—

Pre-Natal Care.

Post-Natal Care.

Better Mothers for Better Babies.

The American Daddy—For and Against.

Bringing Up Father.

The Kingdom of the Child.

Baby—

First Year.

Daily Routine—Why.

Bath, Bed, Clothes.

Natural and Artificial Feeding.

The Child from Two to Six Years—

Diet, Clothes, Daily Habits.

How to Cure the Baby's Cold.

Foods and Their Values—

Use of Milk—Selection of Foods.

Nutrition—how to Plan Balanced Meal.

Contagious Diseases of Children.

Lessons in First Aid Treatment.

Helps in Home-making—

Systematic Housekeeping.

Short Cuts in Economy.

Systems of Child Training—

Montessori.

Self Reliance, Dorothy Canfield Fisher.

Natural Education, Winifred S. Stoner.

Money and the Child.

The New Year—What? (Each member ten minutes).

Question Box—With a wide awake leader.

Old-Fashioned Virtues—

Reverence, Obedience, Loyalty, Helpfulness.

Punctuality, The Art of Being Happy.

Social Hygiene.

Children's Pets.

Constitution of National Congress of Mothers and Parent-Teacher Associations

Incorporated 1897, 1314 Massachusetts Avenue, Washington, D. C.

As Amended April, 1917, National Convention, Washington, D. C.

ARTICLE I

Name

The name of this organization shall be THE NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS.

ARTICLE II

Objects

The objects of this Congress shall be to raise the standards of home life; to give young people opportunities to learn how to care for children, so that when they assume the duties of parenthood they may have some conception of the methods which will best develop the physical, intellectual and spiritual nature of the child; to bring into closer relations the home and the school, that parents and teachers may cooperate intelligently in the education of the child; to surround the childhood of the whole world with that wise, loving care in the impressionable years of life that will develop good citizens; to use systematic and earnest effort to this end through the formation of Parent-Teacher Associations in every public school and elsewhere, through the establishment of kindergartens, and through distribution of literature which will be of practical use to parents in the problems of home life; to secure more adequate laws for the care of blameless and dependent children, and to carry the mother-love and mother-thought into all that concerns childhood. The Congress believes that, with the aid of Divine Power, these objects will be accomplished.

ARTICLE III

Membership

Section 1. The membership of this organization shall consist of Active, Associate, Sustaining, and Life Members, and Benefactors.

Section 2. Organizations approved by the Executive Committee may affiliate with the Congress.

Section 3. Active members of the convention shall be the delegates from the State, local and affiliated organizations.

Section 4. Persons may become Associate Members, Sustaining Members, Life Members or Benefactors by the payment of sums hereinafter provided.

ARTICLE IV

Officers

The officers of this Congress shall be a president, ten vice-presidents, a recording secretary, a corresponding secretary, a treasurer, an auditor and an historian, who shall be elected by ballot

at an annual convention and shall hold office for three years or until their successors are elected.

ARTICLE V

Board of Managers

Section 1. There shall be a Board of Managers which shall be composed of the officers above provided for, the honorary vice-presidents, State presidents or their representatives appointed by their State Board and the chairmen of departments. This board shall meet once before and once after each Annual Convention of the National Congress of Mothers, and once in October of each year, and at the call of the president at such other times as the exigencies of the Congress may demand. Nine members shall constitute a quorum.

Section 2. There shall be an Executive Committee which shall consist of the officers of the Congress and the honorary vice-presidents and three members to be elected annually by the Board of Managers. In the interim between the meetings of the Board, this committee shall approve all applications for affiliation, fill vacancies in office until the next convention of the Congress, and attend to such other business as may be delegated to it by the Board of Managers. Five members shall constitute a quorum.

Section 3. The president of the Congress may call meetings of the Board of Managers, and of the Executive Committee, at any time she may deem necessary, and shall call such meetings of the Board of Managers upon the written request of any five members thereof, provided that no less than ten days' notice of the time and place of such meetings be given.

ARTICLE VI

Annual Conventions

There shall be an Annual Convention of this Congress, the place and date of such Convention to be decided by the Executive Committee. Every third year there shall be an election of officers and every fourth year the Convention shall be held in Washington.

ARTICLE VII

Amendments

This Constitution may be amended at any Annual Convention of this Congress by a two-thirds vote of those present at the business meeting at which it was presented, due notice having been given of such proposed amendment at the preceding Annual Convention, said amendment having been endorsed by five delegates.